C S 101-0001 **Intro Computing** - Spring 2005

School Of Engineering And Applied Science (10154)

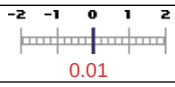
INSTRUCTORS: **Bloomfield, Aaron S. (asb2t)**

Respondents: 393 / Enrollment: 415

Summary: C S 101-0001 Intro Computing - Spring 2005 (10154)

Overall Course Rating

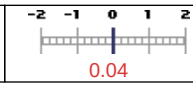
C S-101-0001 Mean 3.91
C S-101-0001 Std Dev 0.80
C S-101-0001 Response Count 1952

Difference from Category Mean, Expressed in Category Standard Deviations	

SEAS, 100-level courses Mean 3.90
SEAS, 100-level courses Std Dev 0.86
SEAS, 100-level courses Response Count 4531

Overall Instructor Rating

INSTRUCTOR: Bloomfield, Aaron S.
Mean 4.27
Std Dev 0.76
Response Count 2710

Difference from Category Mean, Expressed in Category Standard Deviations	

SEAS, 100-level courses Mean 4.24
SEAS, 100-level courses Std Dev 0.83
SEAS, 100-level courses Response Count 6318

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

1. How was the pace of the lectures for you?

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Question Type: Multiple Choice
~
contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Too fast (NA)	Fast (NA)	Fine (NA)	Slow (NA)	Too slow (NA)	Not applicable (i.e. did not attend lecture) (NA)
392	8 (2.04%)	76 (19.39%)	266 (67.86%)	17 (4.34%)	5 (1.28%)	20 (5.10%)

Results for SEAS, 100-level courses

Total	Too fast (NA)	Fast (NA)	Fine (NA)	Slow (NA)	Too slow (NA)	Not applicable (i.e. did not attend lecture) (NA)
392	8 (2.04%)	76 (19.39%)	266 (67.86%)	17 (4.34%)	5 (1.28%)	20 (5.10%)

2. How many programming courses have you taken prior to this course?

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Question Type: Multiple Choice
~
contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Zero (NA)	One (NA)	Two (NA)	Three (NA)	Four or more (NA)
392	314 (80.10%)	64 (16.33%)	9 (2.30%)	2 (0.51%)	3 (0.77%)

Results for SEAS, 100-level courses

Total	Zero (NA)	One (NA)	Two (NA)	Three (NA)	Four or more (NA)
392	314 (80.10%)	64 (16.33%)	9 (2.30%)	2 (0.51%)	3 (0.77%)

3. Upon ENTERING the course, how likely were you to MAJOR in computer science or computer engineering (or the CS for CLAS program)?

~
Question Type: Multiple Choice
~
contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very unlikely (NA)	Unlikely (NA)	Neutral (NA)	Likely (NA)	Very Likely (NA)	Not applicable (NA)	Am minoring in CS/CpE instead (NA)
391	213 (54.48%)	88 (22.51%)	41 (10.49%)	25 (6.39%)	13 (3.32%)	8 (2.05%)	3 (0.77%)

Results for SEAS, 100-level courses

Total	Very unlikely (NA)	Unlikely (NA)	Neutral (NA)	Likely (NA)	Very Likely (NA)	Not applicable (NA)	Am minoring in CS/CpE instead (NA)
391	213 (54.48%)	88 (22.51%)	41 (10.49%)	25 (6.39%)	13 (3.32%)	8 (2.05%)	3 (0.77%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

4. Upon LEAVING the course, how likely were you to MAJOR in computer science or computer engineering (or the CS for CLAS program)?

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very unlikely (NA)	Unlikely (NA)	Neutral (NA)	Likely (NA)	Very Likely (NA)	Not applicable (NA)	Am minoring in CS/CpE instead (NA)
390	156 (40.00%)	105 (26.92%)	77 (19.74%)	14 (3.59%)	25 (6.41%)	7 (1.79%)	6 (1.54%)

Results for SEAS, 100-level courses

Total	Very unlikely (NA)	Unlikely (NA)	Neutral (NA)	Likely (NA)	Very Likely (NA)	Not applicable (NA)	Am minoring in CS/CpE instead (NA)
390	156 (40.00%)	105 (26.92%)	77 (19.74%)	14 (3.59%)	25 (6.41%)	7 (1.79%)	6 (1.54%)

5. Upon ENTERING the course, how likely were you to MINOR in computer science or computer engineering?

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very unlikely (NA)	Unlikely (NA)	Neutral (NA)	Likely (NA)	Very Likely (NA)	Not applicable (NA)	Am majoring in CS/CpE instead (NA)
390	190 (48.72%)	91 (23.33%)	56 (14.36%)	29 (7.44%)	7 (1.79%)	11 (2.82%)	6 (1.54%)

Results for SEAS, 100-level courses

Total	Very unlikely (NA)	Unlikely (NA)	Neutral (NA)	Likely (NA)	Very Likely (NA)	Not applicable (NA)	Am majoring in CS/CpE instead (NA)
390	190 (48.72%)	91 (23.33%)	56 (14.36%)	29 (7.44%)	7 (1.79%)	11 (2.82%)	6 (1.54%)

6. Upon LEAVING the course, how likely were you to MINOR in computer science or computer engineering?

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very unlikely (NA)	Unlikely (NA)	Neutral (NA)	Likely (NA)	Very Likely (NA)	Not applicable (NA)	Am majoring in CS/CpE instead (NA)
392	130 (33.16%)	96 (24.49%)	96 (24.49%)	28 (7.14%)	19 (4.85%)	12 (3.06%)	11 (2.81%)

Results for SEAS, 100-level courses

Total	Very unlikely (NA)	Unlikely (NA)	Neutral (NA)	Likely (NA)	Very Likely (NA)	Not applicable (NA)	Am majoring in CS/CpE instead (NA)
392	130 (33.16%)	96 (24.49%)	96 (24.49%)	28 (7.14%)	19 (4.85%)	12 (3.06%)	11 (2.81%)

7. In terms of understanding the course material, how helpful was the textbook?

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Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not use it (NA)
390	11 (2.82%)	41 (10.51%)	101 (25.90%)	162 (41.54%)	63 (16.15%)	12 (3.08%)

Results for SEAS, 100-level courses

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not use it (NA)
390	11 (2.82%)	41 (10.51%)	101 (25.90%)	162 (41.54%)	63 (16.15%)	12 (3.08%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

8. In terms of understanding the course material, how helpful were the labs?

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Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not do the labs (NA)
390	3 (0.77%)	9 (2.31%)	48 (12.31%)	195 (50.00%)	135 (34.62%)	0 (0.00%)

Results for SEAS, 100-level courses

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not do the labs (NA)
390	3 (0.77%)	9 (2.31%)	48 (12.31%)	195 (50.00%)	135 (34.62%)	0 (0.00%)

9. In terms of understanding the course material, how helpful were the programming homeworks?

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not do the programming homeworks (NA)
390	3 (0.77%)	13 (3.33%)	39 (10.00%)	194 (49.74%)	140 (35.90%)	1 (0.26%)

Results for SEAS, 100-level courses

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not do the programming homeworks (NA)
390	3 (0.77%)	13 (3.33%)	39 (10.00%)	194 (49.74%)	140 (35.90%)	1 (0.26%)

10. In terms of understanding the course material, how helpful were the CodeLab assignments?

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not do the CodeLab assignments (NA)
392	5 (1.28%)	15 (3.83%)	41 (10.46%)	183 (46.68%)	148 (37.76%)	0 (0.00%)

Results for SEAS, 100-level courses

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not do the CodeLab assignments (NA)
392	5 (1.28%)	15 (3.83%)	41 (10.46%)	183 (46.68%)	148 (37.76%)	0 (0.00%)

11. In terms of understanding the course material, how helpful were the lectures?

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not attend lectures (NA)
391	2 (0.51%)	16 (4.09%)	85 (21.74%)	179 (45.78%)	80 (20.46%)	29 (7.42%)

Results for SEAS, 100-level courses

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not attend lectures (NA)
391	2 (0.51%)	16 (4.09%)	85 (21.74%)	179 (45.78%)	80 (20.46%)	29 (7.42%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

12. In terms of understanding the course material, how helpful were the slides that were posted on the website?

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Question Type: Multiple Choice

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contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not use the slides (NA)
392	1 (0.26%)	8 (2.04%)	61 (15.56%)	162 (41.33%)	129 (32.91%)	31 (7.91%)

Results for SEAS, 100-level courses

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not use the slides (NA)
392	1 (0.26%)	8 (2.04%)	61 (15.56%)	162 (41.33%)	129 (32.91%)	31 (7.91%)

13. In terms of understanding the course material, how helpful were the previous semester's tests that were posted on the website?

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Question Type: Multiple Choice

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contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not use the previous tests (NA)
392	2 (0.51%)	20 (5.10%)	86 (21.94%)	148 (37.76%)	98 (25.00%)	38 (9.69%)

Results for SEAS, 100-level courses

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not use the previous tests (NA)
392	2 (0.51%)	20 (5.10%)	86 (21.94%)	148 (37.76%)	98 (25.00%)	38 (9.69%)

14. In terms of understanding the course material, how helpful were the TA office hours?

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Question Type: Multiple Choice

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contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not attend TA office hours (NA)
390	4 (1.03%)	10 (2.56%)	69 (17.69%)	44 (11.28%)	44 (11.28%)	219 (56.15%)

Results for SEAS, 100-level courses

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not attend TA office hours (NA)
390	4 (1.03%)	10 (2.56%)	69 (17.69%)	44 (11.28%)	44 (11.28%)	219 (56.15%)

15. In terms of understanding the course material, how helpful were the professor's office hours?

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not attend the professor's office hours (NA)
390	1 (0.26%)	6 (1.54%)	76 (19.49%)	33 (8.46%)	19 (4.87%)	255 (65.38%)

Results for SEAS, 100-level courses

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not attend the professor's office hours (NA)
390	1 (0.26%)	6 (1.54%)	76 (19.49%)	33 (8.46%)	19 (4.87%)	255 (65.38%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

16. In terms of understanding the course material, how helpful were your fellow students?

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not talk about 101 to my fellow students (NA)
392	3 (0.77%)	4 (1.02%)	35 (8.93%)	151 (38.52%)	182 (46.43%)	17 (4.34%)

Results for SEAS, 100-level courses

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Did not talk about 101 to my fellow students (NA)
392	3 (0.77%)	4 (1.02%)	35 (8.93%)	151 (38.52%)	182 (46.43%)	17 (4.34%)

17. In terms of understanding the course material, how helpful was the split between CS 101 and CS 101-E?

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Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Not applicable (NA)
392	11 (2.81%)	21 (5.36%)	188 (47.96%)	59 (15.05%)	27 (6.89%)	86 (21.94%)

Results for SEAS, 100-level courses

Total	Very UNhelpful (NA)	Unhelpful (NA)	Neutral (NA)	Helpful (NA)	Very helpful (NA)	Not applicable (NA)
392	11 (2.81%)	21 (5.36%)	188 (47.96%)	59 (15.05%)	27 (6.89%)	86 (21.94%)

18. On average, how many lectures did you attend per week?

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	0 (NA)	0.5 (NA)	1 (NA)	1.5 (NA)	2 (NA)
391	46 (11.76%)	43 (11.00%)	59 (15.09%)	98 (25.06%)	145 (37.08%)

Results for SEAS, 100-level courses

Total	0 (NA)	0.5 (NA)	1 (NA)	1.5 (NA)	2 (NA)
391	46 (11.76%)	43 (11.00%)	59 (15.09%)	98 (25.06%)	145 (37.08%)

19. On average, how many hours per week did you spend on this course (including lectures)?

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Less than 1 (NA)	1-3 (NA)	4-6 (NA)	7-9 (NA)	10 or more (NA)
387	14 (3.62%)	137 (35.40%)	208 (53.75%)	28 (7.24%)	0 (0.00%)

Results for SEAS, 100-level courses

Total	Less than 1 (NA)	1-3 (NA)	4-6 (NA)	7-9 (NA)	10 or more (NA)
387	14 (3.62%)	137 (35.40%)	208 (53.75%)	28 (7.24%)	0 (0.00%)

20. On average, how many hours per week did you spend on your other courses (including lectures)?

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Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Less than 1 (NA)	1-3 (NA)	4-6 (NA)	7-9 (NA)	10 or more (NA)
390	5 (1.28%)	39 (10.00%)	162 (41.54%)	87 (22.31%)	97 (24.87%)

Results for SEAS, 100-level courses

Total	Less than 1 (NA)	1-3 (NA)	4-6 (NA)	7-9 (NA)	10 or more (NA)
390	5 (1.28%)	39 (10.00%)	162 (41.54%)	87 (22.31%)	97 (24.87%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

21. Was this course required for your major?

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Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Yes (NA)	It was one of a few options for a requirement (NA)	No (NA)
390	331 (84.87%)	14 (3.59%)	45 (11.54%)

Results for SEAS, 100-level courses

Total	Yes (NA)	It was one of a few options for a requirement (NA)	No (NA)
390	331 (84.87%)	14 (3.59%)	45 (11.54%)

22. What is your sex? We ask this question becuase there is a lot of research on gender-related issues in computer science.

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Male (NA)	Female (NA)	I would rather not answer (NA)
392	262 (66.84%)	129 (32.91%)	1 (0.26%)

Results for SEAS, 100-level courses

Total	Male (NA)	Female (NA)	I would rather not answer (NA)
392	262 (66.84%)	129 (32.91%)	1 (0.26%)

23. What year of schooling at UVa are you in?

~

Question Type: Multiple Choice

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	1st (NA)	2nd (NA)	3rd (NA)	4th (NA)	Graduate (NA)	Continuing education (NA)	Other (NA)
392	357 (91.07%)	21 (5.36%)	10 (2.55%)	3 (0.77%)	1 (0.26%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 100-level courses

Total	1st (NA)	2nd (NA)	3rd (NA)	4th (NA)	Graduate (NA)	Continuing education (NA)	Other (NA)
392	357 (91.07%)	21 (5.36%)	10 (2.55%)	3 (0.77%)	1 (0.26%)	0 (0.00%)	0 (0.00%)

24. What grade do you expect to receive in this course? Ignore pluses and minuses (so a B+, B, and B- would all count as a B).

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Question Type: Likert

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Mean	Std Dev	A (4)	B (3)	C (2)	D (1)	F (0)
390	3.61	0.61	256 (65.64%)	118 (30.26%)	13 (3.33%)	2 (0.51%)	1 (0.26%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	A (4)	B (3)	C (2)	D (1)	F (0)
390	3.61	0.61	256 (65.64%)	118 (30.26%)	13 (3.33%)	2 (0.51%)	1 (0.26%)

25. What university school are you in (i.e. SEAS, CLAS, etc)?

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Question Type: Short Answer

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Individual Answers
388	*See below for Individual Results*

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
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	SEAS, but transferring to CLAS
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	SEAS transfer to CLAS next semester.
	I am now in CLAS
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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
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~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*
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~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*
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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
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	SEAS but transferring to CLAS
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	seas
	seas
	seas
	seas

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas seas I am currently in SEAS, but I have applied for transfer to CLAS. SEAS transferring to CLAS SEAS, but transferring to another school Engineering Engineering School
26. What is your expected major? ~ Question Type: Short Answer ~ *contributed by Bloomfield, Aaron S. (asb2t)*	Results for C S-101-0001, Bloomfield, Aaron S. Total: 387 Individual Answers: *See below for Individual Results*
	Biomedical engineering Biomedical engineering Biomedical engineering

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	BME
	Computer Science or Systems Engineering
	Psychology
	Psychology
	Cognitive Science
	biomedical
	math
	math
	Systems at the moment, if i get in, or CS if i get in
	Drama
	pre-comm
	Systems Engineering and Computer Science
	aerospace
	aerospace
	aerospace
	CpE
	civil engineering
	civil engineering
	civil engineering
	Studio Art
	Studio Art
	mathematics and music
	Civil Engineering and possibly a minor in computer science
	EE + SYS
	Systems
	Systems
	Systems
	Systems
	Systems
	Systems
	Systems
	Systems
	Systems
	Systems
	Systems
	systems engineering
	systems engineering
	systems engineering
	systems engineering

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	systems engineering
	systems engineering
	systems engineering
	Systems Engineering and Economics
	Physics & Biochem
	Computer Engineering with the engineering business minor
	Mathematics & Sociology
	Biomedical or Chemical engineering
	Computer Science or Mechanical Engineering
	chem E
	commerce
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Civil Engineering
	Physics
	Aerospace Engineering
	Aerospace Engineering
	Aerospace Engineering
	Aerospace Engineering
	Aerospace Engineering

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	COG SCI
	Aero Engineering
	Government
	cs or systems
	Mathematics and Cognitive Science
	Biomedical Engineering or Mechanical Engineering
	cpe
	economics
	Biomedical Engineering/Premed
	Systems
	ece
	Mathematics education
	Aerospace
	Aerospace
	Engineering Sciences
	Systems engineering
	Systems engineering
	Civil Engineering and perhaps History
	civil
	civil
	cs
	Religious Studies
	Religious Studies
	Commerce
	I am majoring in Biomedical Engineering.
	CPE
	CPE
	undecided
	Electrical Engineering
	Electrical Engineering
	Electrical Engineering
	Electrical Engineering
	Electrical Engineering
	Electrical Engineering
	Electrical Engineering
	Electrical Engineering
	Electrical Engineering
	Electrical Engineering
	Electrical Engineering

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Electrical Engineering
	Biology
	Biology
	Biology
	Biomed
	Biomed
	Electrical engineering
	Business
	Civil engineering
	Civil engineering
	Civil engineering
	CS
	CS
	changing to precomm
	Systems Engineering with a Biochemical Focus
	Math
	Math
	Math
	Math
	BIOMEDICAL ENGINBEERING
	MAthematics and Physics
	civil Engr
	i am transferring to major in computer science somewhere else
	Mathematics and Economics
	COGNITIVE SCIENCE
	systems
	Transfering to the college- hopefully Commerce
	Biomedical Eng
	systems or electrical engineering
	mechanical engr
	SYSTEM ENGINEERING
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
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	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	Mechanical Engineering
	mechanical
	mechanical
	Econ
	Econ
	BioMed
	Systems and Economics
	Biomedical
	Biomedical
	CLAS CS, music or english
	Urban and Environmental Planning
	electrical engineering
	electrical engineering
	Systems or Computer Engineering
	System Engineering
	Cognitive science and psychology
	Environmental Science (transferring to CLAS)
	Areospace Engineering
	Astronomy
	either biomedical or chemical engineering
	Comp Sci
	SYSTEMS
	SYSTEMS
	History
	History
	EE
	EE

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	EE
	EE
	EE
	BIOMED, OR E.S. WITH MINOR IN MSE
	engineering science
	Chemical Engineering
	Chemical Engineering
	Chemical Engineering
	Chemical Engineering
	Chemical Engineering
	Chemical Engineering
	Chemical Engineering
	Chemical Engineering
	physics
	Civil
	Civil
	Civil
	mec
	Computer Science
	Computer Science
	Computer Science
	Computer Science
	Computer Science
	Computer Science
	Architecture
	MEchanical Engineering
	majoring in mathematics and economics
	Neuroscience
	Neuroscience
	Economics
	Aeronautical engineering
	Mathematics, with possible minor/major in Computer Science
	cognitive science
	BIOMED
	Math and economics
	Political Philosophy, Policy and Law/Political Theory
	Computer Engineering
	Computer Engineering
	Computer Engineering

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Computer Engineering
	Computer Engineering
	Computer Engineering
	Computer Engineering
	Computer Engineering
	Computer Engineering
	Computer Engineering
	Computer Engineering
	Computer Engineering
	Computer Engineering
	Psych
	Financial Systems Engineering
	Chem E
	biomedical engineering
	biomedical engineering
	biomedical engineering
	biomedical engineering
	biomedical engineering
	biomedical engineering
	biomedical engineering
	biomedical engineering
	Biochemistry
	Engineering Science (Physics)
	Transfer to CLAS - Commerce
	Biomedical Engineering or Chemical Engineering
	CIVIL ENGINEERING
	environmental science, possible cognitive science
	Mathematics
	Mathematics
	Mathematics
	Mathematics
	PHYSICS and Math
	Mechanical
	Mechanical
	Mechanical
	Mechanical
	Mechanical
	physics and math
	MAthamatics
	psychology

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*
	ECON or COMM School
	Aerospace E
	Math and Econ
	Systems Engineering, Pre Med Minor in Applied Mathmatics
	aerospace engineering
	aerospace engineering
	aerospace engineering
	Chemical Engineering with a focus in Biotechnology
	Biomedical Engineering
	Biomedical Engineering
	Biomedical Engineering
	Biomedical Engineering
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	Biomedical Engineering
	Biomedical Engineering
	Undecided
	Undecided
	Undecided

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Undecided
	Systems Engineering
	Systems Engineering
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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
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	Systems Engineering
	Systems Engineering
	Systems Engineering
	Electrical Engineering
	mechanical engineering
	mechanical engineering
	mechanical engineering
	mechanical engineering
	now Physics/CS
	ME
	systems
	systems
	systems
	systems
	systems
	systems
	systems
	systems
	systems
	MECHANICAL
	Civl
	Systems and Information Engineering
	Systems and Information Engineering
	SIE

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

27. What is your ethnicity? We ask this question because there is a lot of race-related research in the computer science education field. Feel free to leave it blank if you are uncomfortable with the question.

~

Question Type: Short Answer

~

contributed by Bloomfield, Aaron S. (asb2t)

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Individual Answers
361	*See below for Individual Results*

half mexican, half white

Caucasian & half-Hispanic

Latino

Asian-American

Asian-American

Asian-American

Asian-American

Asian-American

Indian (Asian American)

Iranian

italian

Chinese American

African American

African American

African American

African American

African American

Pakistani

Asian

Asian

Asian

Asian

Asian

Asian

Asian

Asian

Asian

Asian

Asian

Asian

Asian

Asian

Asian

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Asian
	Asian
	Asian
	Asian
	ASIAN
	ASIAN
	Indian
	Indian
	white black asian indian native american
	I am an average white boy
	black
	caucasain
	AFRICAN AMERICAN
	asian
	asian
	asian
	asian
	White
	White
	SRI-LANKAN
	i dunno
	middle-eastern
	CAUCASIAN
	Persian
	Persian
	IRISH!
	whitey
	cauasian
	International, Chinese.
	American, Caucasian
	White as they come
	black/hispanic/asian
	semetic
	White / Caucasian - not Hispanic
	Caucasian White
	Asian-pacific
	Caucasion
	Caucasion
	Caucasion

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Caucasian
	asian american
	asian american
	Caucassian
	WHITE
	African-American
	African-American
	Black
	Black
	Black
	Black
	Black
	Black
	Black
	South Asian
	White/Caucasian
	White/Caucasian
	White/Caucasian
	White/Caucasian
	Vietnamese American
	White - Jewish
	Other
	white
	Filipino and white
	white
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	white
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~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*
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	Half jewish, Czechoslovakian Half west European mutt
	Latino/Hispanic
	White/Caucasion
	White/Caucasion
	White/Caucasion
	Causasian
	White American (caucasian)
	White (but I'm Italian if you really want to get into it)
	white baby
	Hispanic
	Hispanic
	Hispanic
	caucasian
	caucasian
	caucasian
	caucasian
	caucasian
	caucasian
	caucasian

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	caucasian
	caucasian
	caucasian
	caucasian
	caucasian
	caucasian
	asian-american
	asian-american
	50% estonian, 25% irish, 25% italian
	White
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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
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	White
	White
	Filipino [Asian Pacific American]
	Extra-terrestrial
	It doesn't matter, I'm a person.
	Chinese
	Italian

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	caucasion
	caucasion
	hispanic
	half Korean, half white
	caucasian and native american
	White American
	White American
	plain ole' caucasian
	Asian American Indian
	Caucasian
	Caucasian
	Caucasian
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	Caucasian
	Caucasian

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Caucasian Caucasian White/Asian Asianish White Caucasian african american Hipanic/Latino BSD I am an American. african/native american Asian American Asian American Asian American Asian/international/foreigner cracka' African American/Chinese
28. Which is your favorite demotivator? See http://www.cs.virginia.edu/~asb/demotivators/ for a full list. Please list up to three, and indiciate which is your most favorite to third most favorite. ~ Question Type: Short Answer ~ *contributed by Bloomfield, Aaron S. (asb2t)*	Results for C S-101-0001, Bloomfield, Aaron S. Total: 333 Individual Answers: *See below for Individual Results*
	Goals indifference... and motivation Goals Potential Flattery Persistance Persistance Persistance AMBITION Failure Arrogance Conformity laziness -1st procrastination -2nd goals -3rd defeat, dispair, failure Apathy Dare to Slack Discovery Dare to Slack, Doubt, Ignorance 1. Indifference 2. Potential 3. Goals achievement the ice burge one Stupidity Winners never quit, quitters never win, etc

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Persistance Ambition Cluelessness
	laziness
	1. dreams 2. ambition 3. discovery
	Burnout Discovery Dreams Failure Futility Regret Stupidity
	Dysfunction
	Dysfunction
	Mistakes Potential Elitism
	Procrastination Potential Mistakes
	Procrastination Get to Work Goals
	Meetings Individuality Persistence
	Attitude, Dreams, Inspiration
	motivation goals potential
	ambition
	Losing - 1st Persistence - 2nd Individuality - 3rd
	Despair
	ARROGANCE ELITISM TEAMWORK
	1. Indifference 2. Individuality 3. Procrastination
	procrastination loneliness get to work
	Persistence Despair
	1. Underacheivement 2. Losing 3. Potential
	Agony Disloyalty Achievement
	Cluelessness (3), Defeat (2), Futility (1)
	success
	first of all, something about demotivators...id seen them all before :-/ that being said, 1) agony 2) ambition 3) idiocy
	limitations pessimism sacrifice
	cluelessness - 3rd eliticm- 2nd failure- first
	Goals Motivation Procrastination
	1) Consulting 2) Futility 3) Procrastination
	1.Procrastination 2.motivation 3.Dare to Slack ALSO AWESOME: Despair elitism idiocy indifference individuality persistance
	idiocy
	potential - not everyone gets to be an astronaut losing - if at first you don't succeed, failure may be your style regret - it hurts to make mistakes...
	procratination, potential, flattery
	1) Laziness 2) Mediocrity 3) Potential
	Laziness Losing Sacrifce
	1. loneliness 2. discovery 3. get to work
	1. Dreams 2. Leader 3. Irresponsibility
	1)Nepotism 2)Motivation
	Procrastination Stupidity Underachievement

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Goals - 1 Burnout - 2 Power - 3
	persistence
	Discovery Idiocy Losing
	failure
	failure
	failure
	Delusions Potential Trouble
	Goals, Flattery, and Pessimism
	Flattery Get to Work Idiocy
	Favorite--"Meetings" 2nd-- "Procrastination" 3rd-- "Disloyalty"
	destiny
	I liked them all - don't get rid of them.
	Discovery Get to Work Goals
	persistence, flattery, goals
	(1) motivation (2) potential (3) procrastination
	Achievement (1) Arrogance (2) Mistakes (3)
	Stupidity
	GET TO WORK
	1. dare to slack 2. defeat 3. dysfunction
	ambition, burnout, and discovery were pretty good.
	1. Get To Work 2. Limitations 3. Failure
	1- Get to Work, 2- Potential, 3- Doubt
	teamwork
	teamwork
	burnout, despair, elitism
	burnout, despair, elitism
	Motivation Discovery Individuality
	defeat,demotivation, failure(favorite!)
	dreams get to work idiocy
	underachievement
	POTENTIAL
	Individuality Demotivation Despair
	Individuality: Always remember you are unique. Just like everybody else.
	1st - flattery 2nd - ambition 3rd - failure
	Failure
	Failure
	Failure
	Failure
	Failure

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	blame motivation indifference
	All of them are funny
	sacrifice, procrastination, and disloyalty
	1. dreams 2. failure 3. flattery
	Potential!!
	all
	Potential Not everyone gets to be an astronaut when they grow up
	Flattery- first Idoicy- second Nepotism-third
	1. Loneliness, 2. Leaders, 3. Motivation
	Flattery 3 Idividuality 2 Underachievement 1
	1.) Despair 2.) Ambition 3.) Potential
	1. Motivation 2. Indifference 3. Cluelessness
	Failure, Individuality, Mistakes
	1. Doubt 2. Failure 3. Goals
	Persistance, Elitism, Ineptitude
	1) persistence 2) discovery 3) motivation
	Losing. If at first you dont succeed, failure just may be your style.
	Arrogance Cluelessness Persistence
	1.)PERSISTENCE, 2.)DEFEAT, 3.)DESPAIR
	ambition apathy cluelessness procrastination
	Brian Cassidy's: "If at first you don't succeed, let a TA succeed for you."
	1. Potential 2. Defeat 3. Get To Work
	1. Persistence 2. Discovery 3. Goals
	Indifference
	Mediocrity, Irresponsability
	Motivation Potential
	couldnt pick just 3... 1)Doubt 2)Loneliness 3)Procrastination 4)Adversity
	(1) Discovery, (2) Persistance, (3) Procrastination
	procrastination
	Most Favorite- Potential 2nd-Motivation 3rd-Underachievement
	Loneliness Underachievement Adversity
	PERSISTENCE
	1.Dare to slack 2.Flattery 3.Get to work
	not sure
	Persistence (fav blame underachievement
	The one about outsourcing
	Motivation
	Meetings -third most Burnout Achievement - favorite
	don't know

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Defeat(3rd), Cluelessness(2nd), and Dreams(1st)
	Dreams (1), Doubt (2), and Elitism (3); but they're all AMAZING
	1) Achievement 2) Change 3) Ignorance
	1. Potential 2. Lazziness 3. Flattery
	Its over man let her go.
	1. Indifference 2. Persistance 3. Potential
	loneliness has them all by a landslide
	Loneliness
	favorite: futility 2nd: bitterness 3rd: defeat
	Leaders Laziness Individuality-favorite
	The one with the kid punching the other kid in soccer because I used to do that when I played.
	Goals Procrastination Succeess
	Laziness Discovery Loneliness
	1 (most favorite). Potential 2. Flattery 3. Procrastination
	Blame
	1.Not everyone can be an asturnaute (with the fries) 2. Failure (when your best just isn't good enough)
	Defeat: For every winner, there are dozens of losers. Chances are, you're Bloomfield.
	the one that made fun of indian workers that get hired for less
	Get to work Futility Potential
	McDonalds
	I liked all of them!
	FAILURE
	PERSISTENCE "its over man, let her go"
	Persistence, Potential, Achievement, Conformity.
	from first to last: power, potential, persistance
	adversity
	French Fries
	Ambition, Burnout,Pessimism, in that order
	1rst Indifference 2nd Laziness 3rd Idiology
	individuality
	1. Potential
	Motivation
	Motivation
	Mistakes-1 Pretension-2 Laziness-3
	1 - Get to Work; 2 - Losing; 3 - Despair;
	Potential Mistakes Idiocy
	1. Goals ... haha, look at the kids' faces 2. Persistence 3. Nepotism ... cute photo
	#1: "Planning" #2: "Cluelessness" #3: TIE between "Discovery" & "Get to Work"
	Agony Potential Trouble

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	1 - Pretension 2 - Stupidity 3 - Motivation
	1) Pessimism 2) Consulting 3) Over-achievement
	1 Misfortune, 2 Losing, 3 Laziness
	no comment
	1 Ambition 2 Dysfunction 3 Motivation
	Mediocrity
	Individuality, potential, and motivation.
	Persistence Delusions Despair
	1. doubt 2. indifference 3. dare to slack
	Motivation(most favorite) Power Procastination
	meetings.
	Discovery, Individuality, Persistence
	I like them all - but unfortunately I wasn't able to access the list above, apparently I'm outside the community of trust. www.despair.com 1) Pretension 2) Meetings 3) Consulting
	1. Persistence 2.Humiliation 3.Dare to Slack
	1--Potential 2--Change 3--Motivation
	Underachievement (most favorite). Flattery Conformity
	1. Discovery (lol!!) 2. Incompetence (lol!!) 3. Failure (lol!!)
	the rowing one, something about you're not paid to achieve your goals (showed it a the beggining of second test)
	1. procrastination 2. potential 3. leaders
	Dare To Slack
	Burnout
	indifference
	Burnout Dreams irresponsibility
	ambition burnout change
	failure integrity
	All of them
	mistakes success stupidity
	I actually don't like the demotivators. Very few of them were actually funny. They did have good pictures sometimes though, so if I had to pick, it would be Ambition, with the bear eating the salmon.
	motivation
	I don't know
	Tie between "Doubt," "Elitetism" and "Potential"
	1) Success 2) Flattery 3) Despair
	1.persistence 2.procrastination 3.stupidity
	1. irresponsibility 2. limitations 3. procrastination
	1. Procrastination Mediocrity 3. Motivation
	1. Discovery 2. Dreams 3. Laziness
	1 ambition 2 goals 3 potential
	Teamwork, Power, Meetings

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Humiliation, Ignorance, Doubt
	Risks Problems Teamwork
	None
	mediocrity
	1) Elitism 2) Nepotism 3) Indifference
	1) Bitterness 2) Individuality 3) Demotivation
	Mediocrity, Failure, Idiocy
	1st - Dispair 2nd - Defeat 3rd - Futility
	Failure get to work Idiocy
	potential, dare to slack, underachievement
	1) Motivation 2) Potential 3) Persistance
	N/A
	1. Humiliation 2. Meetings 3. Dysfunction
	flattery, futility, get to work
	If you find yourself struggling with loneliness, you're not alone. And yet you are alone. So very alone.
	Elitism Pretension Achievement
	1. Achievement 2. Discovery 3. Consulting
	Flattery Goals Procrastination
	My choices from 1st to 3rd: potential, motivation, cluelessness (and I emphatically recommend potential)
	1) Consulting 2) Persistance
	Defeat Dreams Potential
	disloyalty, blame, apathy
	1. Delusions 2. Doubt 3. Mediocrity
	Indifference (with the jaguar)
	Ambition, Failure, Motivation
	1 - Underachievement 2 - Goals 3 - Demotivation
	3. Achievement(pyramids) 2. Discovery(Taj Mahal) 1(Best). Loneliness(Snow)
	Apathy
	Apathy
	Apathy
	Demotivation, Pesistence, Potential
	Already did this
	Ambition Conformity Agony
	all of them
	they were all good, gave a nice break in lecture
	potential
	potential
	1) Ambition 2) Indifference 3) Underachievement
	game

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	1. Persistence 2. Ambition 3. Stupidity
	Humiliation (#3) Idiocy (#1!!!!) Mistakes (#2)
	1. underachievement 2. potential 3. ambition
	Motivation: if a cute saying and a pretty poster are all it takes to motivate you, you will probably have a very easy job. The kind robots will be doing soon.
	Procrastination Strife Meetings
	Persistence Potential Misfortune
	1)Defeat 2)failure 3)mediocrity
	don't have any, I don't like any of them
	Get to Work
	Motivation: If A pretty poster and a cute sayng are all it takes to motivated you...
	1. Potential (favorite) 2. Burnout 3. Mistakes
	dare to slack, or burnout
	1. Bitterness 2. Mediocrity 3. Mistakes
	whats that?
	Motivation, Intimidation, and UnderAchievement
	1.Motivation 2.Potential 3.Blame
	Dare to Slack
	Change - 2 Flattery - 1 Goals - 3
	1. Idiocy 2. Ambition 3. Mistakes
	potential discovery failure
	apathy, burnout, get to work
	dare to slack cluelessness
	Discovery
	Failure - 5th Defeat - 4th Losing - 3rd Individuality - 2nd Persistance - 1st
	1. Potential most favorite 2.Idiocy 3.Failure
	1 - problems 2 - potential 3 - planning
	Despair Flattery Persistence
	1. Potential 2. Mediocrity 3. Ambition
	Motivation Potential Ambition
	Achievement, Despair
	elitism
	Ambition Dreams THE ONES THAT KID MADE
	the french fries one
	1.Flattery 2.Idiocity 3.Meetings
	1 Ambition 2 Idiogy 3 Mediocrity
	1- Potential 2- Consulting 3- Discovery
	Procrastination - Favorite Stupidity - 2nd Sacrifice (chessboard) - 3rd
	BLAME, Change, Get to work
	Laziness: Succes is a journey not a destination, so stop running

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Potential - Most Favorite Procrastination - 2nd Discovery - 3rd
	flattery failure burnout in that order from most favorite to third most favorite
	1. Persistence 2. Stupidity 3. Defeat
	bitterness laziness retirement
	potential
	INDIVIDUALITY DISCOVERY UNDERACHIEVEMENT
	Ambition
	Ambition
	most favorite: leaders 2nd: individuality 34d: laziness
	MISTAKES
	conformity
	conformity
	1. Under Achievement 2. Persistance 3. Irresponsibility
	Stupidity Success Trouble
	Ineptitude
	1. Potential - especially the timing of its display 2. Loneliness 3. Adversity Favortie Unofficial demotivator: Fan-submitted Success
	Loneliness Individuality Dysfunction Dreams Doubt Delusions Im sorry, its too hard to distinguish between these! they are all so good... it was hard enough to narrow the list this far down!
	1. dysfunction 2. doubt 3. Dare to slack
	Potential - with the fries Motivation Change - with the tornado I also like those student submitted ones because they were really funny and they applied to the class. Make sure you show those next year!
	Defeat failure agony
	1. Dare to Slack, 2. Underachievement, 3. Get to Work
	burnout
	Persistance, Discovery, Flattery
	1) Regret, 2) Persistance, 3) Get to Work
	dare to slack ELITISM! Get to Work
	1. Ambition 2. Individuality 3. Idiocy
	goals idiocy ineptitude
	Procrastination
	Potential, Leaders, Discovery,
	Despair Goals Idiocy
	1 - Potential 2 - Power 3 - Underachievement
	Failure and Dysfunction
	futility
	GOALS
	1. Failure 2. Laziness 3. Agony
	1. consulting 2. defeat 3. loneliness
	1.Procrastination 2.Loneliness 3.Motivation

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Discovery, Individuality, Laziness lab lecture homework indifference ineptitude loneliness 1. loneliness 2. cluelessness 3. underachievement 1 individuality 2 doubt 3 dreams 1. Motivation 2. Doubt indifference, ineptitude, and insane Fear Fear

29. The subject matter was challenging.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for C S-101-0001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
391	3.79	0.82	52 (13.30%)	244 (62.40%)	63 (16.11%)	25 (6.39%)	7 (1.79%)	0 (0.00%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
908	3.71	0.94	142 (15.64%)	495 (54.52%)	154 (16.96%)	91 (10.02%)	24 (2.64%)	2 (0.22%)

30. The objectives of the course were clearly stated and accomplished.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for C S-101-0001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
390	4.03	0.65	76 (19.49%)	258 (66.15%)	47 (12.05%)	8 (2.05%)	1 (0.26%)	0 (0.00%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
906	4.05	0.76	234 (25.83%)	531 (58.61%)	101 (11.15%)	33 (3.64%)	6 (0.66%)	1 (0.11%)

31. 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 C S-101-0001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
390	4.05	0.65	80 (20.51%)	265 (67.95%)	31 (7.95%)	14 (3.59%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
905	4.06	0.71	216 (23.87%)	567 (62.65%)	88 (9.72%)	28 (3.09%)	5 (0.55%)	1 (0.11%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

32. 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 C S-101-0001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
391	4.16	0.64	110 (28.13%)	241 (61.64%)	34 (8.70%)	6 (1.53%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
906	4.14	0.72	266 (29.36%)	497 (54.86%)	87 (9.60%)	23 (2.54%)	3 (0.33%)	30 (3.31%)

33. The textbook increased my understanding of the material.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for C S-101-0001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
390	3.50	1.00	47 (12.05%)	180 (46.15%)	96 (24.62%)	48 (12.31%)	16 (4.10%)	3 (0.77%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
906	3.51	0.99	98 (10.82%)	380 (41.94%)	210 (23.18%)	86 (9.49%)	38 (4.19%)	94 (10.38%)

34. The course material was well organized and developed.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
387	4.27	0.70	151 (39.02%)	198 (51.16%)	30 (7.75%)	7 (1.81%)	1 (0.26%)	0 (0.00%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
903	4.21	0.81	355 (39.31%)	423 (46.84%)	85 (9.41%)	27 (2.99%)	9 (1.00%)	4 (0.44%)

35. The instructor was knowledgeable about the subject matter.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
389	4.65	0.57	270 (69.41%)	100 (25.71%)	18 (4.63%)	0 (0.00%)	0 (0.00%)	1 (0.26%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
905	4.58	0.64	583 (64.42%)	261 (28.84%)	50 (5.52%)	2 (0.22%)	3 (0.33%)	6 (0.66%)

36. The instructor was well prepared for class.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
388	4.61	0.57	253 (65.21%)	118 (30.41%)	16 (4.12%)	0 (0.00%)	0 (0.00%)	1 (0.26%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
902	4.49	0.70	528 (58.54%)	296 (32.82%)	55 (6.10%)	13 (1.44%)	2 (0.22%)	8 (0.89%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

37. 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 C S-101-0001, Bloomfield, Aaron S.

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
387	3.96	0.79	72 (18.60%)	140 (36.18%)	63 (16.28%)	8 (2.07%)	1 (0.26%)	103 (26.61%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
901	4.07	0.84	246 (27.30%)	323 (35.85%)	136 (15.09%)	16 (1.78%)	8 (0.89%)	172 (19.09%)

38. The grading policy was fair.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
386	4.17	0.77	138 (35.75%)	186 (48.19%)	51 (13.21%)	8 (2.07%)	2 (0.52%)	1 (0.26%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
901	4.14	0.86	338 (37.51%)	402 (44.62%)	111 (12.32%)	34 (3.77%)	11 (1.22%)	5 (0.55%)

39. The instructor responded adequately to in-class questions.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
387	4.19	0.72	127 (32.82%)	199 (51.42%)	41 (10.59%)	5 (1.29%)	2 (0.52%)	13 (3.36%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
903	4.23	0.78	354 (39.20%)	411 (45.51%)	83 (9.19%)	22 (2.44%)	7 (0.78%)	26 (2.88%)

40. 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 C S-101-0001, Bloomfield, Aaron S.

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
386	3.95	0.85	111 (28.76%)	142 (36.79%)	106 (27.46%)	8 (2.07%)	2 (0.52%)	17 (4.40%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
903	3.92	0.95	273 (30.23%)	320 (35.44%)	228 (25.25%)	29 (3.21%)	19 (2.10%)	34 (3.77%)

41. 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 C S-101-0001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
387	55 (14.21%)	241 (62.27%)	83 (21.45%)	7 (1.81%)	1 (0.26%)

Results for SEAS, 100-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
903	146 (16.17%)	497 (55.04%)	221 (24.47%)	35 (3.88%)	4 (0.44%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

42. I learned a great deal in this course.

~
Question Type: Likert
~
contributed by Office of the Provost

Results for C S-101-0001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
385	4.13	0.70	111 (28.83%)	222 (57.66%)	44 (11.43%)	7 (1.82%)	1 (0.26%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
898	4.07	0.81	273 (30.40%)	465 (51.78%)	117 (13.03%)	36 (4.01%)	7 (0.78%)

43. Overall, this was a worthwhile course.

~
Question Type: Likert
~
contributed by Office of the Provost

Results for C S-101-0001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
385	4.03	0.83	110 (28.57%)	200 (51.95%)	58 (15.06%)	11 (2.86%)	6 (1.56%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
898	4.04	0.89	284 (31.63%)	442 (49.22%)	117 (13.03%)	36 (4.01%)	19 (2.12%)

44. 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 C S-101-0001, Bloomfield, Aaron S.

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
386	4.23	0.58	117 (30.31%)	241 (62.44%)	26 (6.74%)	2 (0.52%)	0 (0.00%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
902	4.23	0.69	313 (34.70%)	499 (55.32%)	74 (8.20%)	12 (1.33%)	4 (0.44%)

45. 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 C S-101-0001, Bloomfield, Aaron S.

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
387	4.06	0.67	95 (24.55%)	222 (57.36%)	68 (17.57%)	1 (0.26%)	1 (0.26%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
904	4.10	0.77	288 (31.86%)	439 (48.56%)	158 (17.48%)	14 (1.55%)	5 (0.55%)

46. Overall, the instructor was an effective teacher.

~
Question Type: Likert
~
contributed by Office of the Provost

Results for C S-101-0001, Bloomfield, Aaron S.

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
387	4.32	0.66	160 (41.34%)	197 (50.90%)	26 (6.72%)	3 (0.78%)	1 (0.26%)

Results for SEAS, 100-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
903	4.25	0.80	373 (41.31%)	425 (47.07%)	72 (7.97%)	22 (2.44%)	11 (1.22%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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

~

Question Type: Short Answer

~

contributed by Office of the Provost

Results for C S-101-0001

Total	Individual Answers
114	*See below for Individual Results*

Enjoyable, worthwhile class.

would've been better to spread the c-homeworks out. ex, you do c-homework for chapter five right after you've finished chapter five, instead of in a bunch with 5, 6 and 7. homeworks helped a lot.

professor rocks

It was tough for me but benefitial.

Very good introduction to programming. Tough subject to find a good place to start.

Good overall

woohoo, class is great!

I think a lot of the material introduced in lecture was not fully understood by a lot of people until we had to do a J-hw and had no idea what was going on. Then everyone would scramble for answers, but did eventually learn the material. Reading the book was a helpful addition, especially if done before class. The Codelab hws were also among the most helpful, and were quick and rather easy, so I would have rather had another of those than a J-hw which i could not do without a lot of help. I also wonder, why do people come to class to sleep? I wouldn't mind a few erasers thrown or people called out on it, because there is really no point for them to be there and it's disrespectful to the professor. I am in the college, and no one would dare sleep, but i guess the E-school is a different world.

Aaron Bloomfield was an excellent lecturer. Well-prepared, very good slides, awesome humor breaks. I didn't like the book at all. For starters, since the lectures were so good, I only used it as a reference, and it was an awful reference - poorly organized! Get a new book next year!

The tests this year seemed harder than last years for some reason, which I did not think was fair, but other than that, it was a worthwhile course.

none

I still can't quite see why non EE CPE CS people have to take this course.

I have taken 2 years of CS through high school, but not in java, but in Visual Basic, hence this course was more a matter of learning the syntax of Java than learning how to program. Easy, well taught course

This should not be a mandatory class.

It was a good course but I dont understand why this or the other class (study of information) are important to take unless the major is computer science

I found this class to be challenging, worthwhile and increased my interest in computer science. The programming homework assignments could be improved upon. Often they were difficult due to unclear instruction causing much frustration. Professor Bloomfield showed great interest in the success of the students. He was fair, encouraging and eager to help everyone learn. Overall, this was a great course.

He made a (no offense) really boring topic into something that was easy to pay attention to in lecture.....demotivators are great.

Not for me, but a good course

In general, teaching computer science in a 500 person class is just contradictory to the nature of the material. It really should be taught with each student at a computer learning the material but I know this is hard to do. I just think I didnt learn as much as I could have had it been a smaller class with more one on one help.

This course was enjoyable

One of the biggest problems I had was not having enough repetition actually writing programs. The labs and codelab for good for small basics, but everytime I sat down to write a J homework I had to look up how to do simple things all over again because the simple statements were always provided for us in codelab or lab. More repetition in writing complete programs would have helped. I felt like actually writing a program every other week wasn't enough. Maybe a few smaller J homeworks would have been a nice compliment to the labs and codelab.

It was an interestin course for me and I learned something new. The only thing I would say is have more examples of how to use things, or have more CodeLab, I found that the most helpful of everything.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The lectures were not nearly as helpful as the assignments for learning the material. You really have to do it, rather than hear about it, which can be confusing and boring to try to communicate. Prof. Bloomfield made a good effort, however; I like the breaks in the subject matter with humor and the attempt to keep class lively.
	Professor was very passionate about the subject which makes coming to class and learning the material very interesting. Although some lectures could be rather boring, the professor did a good job trying to portray the information as interesting as he could with helpful powerpoints and fun breaks. Labs were but could perhaps not be recquired to attend the lab section (make optional) The homeworks were typically very challenging and often peer help was the best help. TA's in labs were very helpful/knowledgeable. I came into this course not knowing what programming even meant and now feel comfortable using basic Java. good course, very rewarding!
	The class was too big & the 101E class being curved with the 101 class is horrible. I feel that I am being punished because I never had the opportunity to take Computer Science before and compeat with kids who have had multiple semesters of the same subject.
	the textbook for this course is awful
	These evaluations should be grouped by topic, i.e. "Questions 20-35 refer to Aaron S. Bloomfield" instead of repeating that line for each question.
	Excellent course, thinking about a CS minor now
	The course was laid out well and conducted well.
	w00t! Overall, this class was very good. Though I haven't taken any CS classes before, I have had a lot of programming experience, so a lot of the material was easy for me. Bloomfield was very good at explaining things, as well as holding the class's attention with amusing asides. Very good class!
	An interesting course and a good introduction to programming.
	Well Organized worthwhile class
	Coming into this class, I expected to really hate it. However, I ended up actually enjoying it. Bloomfield did a really good job of clearly presenting material and explaining it in depth. The assignments were reasonable in length and difficulty and the labs were actually helpful and didn't cause elevated stress levels (like chem lab, argh!!!!) I really can't think of a lot that could be done to improve the course aside from allowing us to somehow use lecture slides on the test instead of the book, or make our own cheat sheet. Aside from during the tests, I didn't really use the book (I preferred to use the lecture slides,) so I basically paid a lot of money for a test cheatsheet.
	It was an easy class, but I did learn a lot about programming and I actually enjoyed parts of it. I think that Professor Bloomfield was very well organized and I really appreciated the extent to which he worked in order to clearly present the course information.
	The homeworks, at times, were a little ridiculous. Lectures were boring, but with 500 people, there really wasnt a better way to teach the material. I am a proponent of lab-based CS learning...thats where I learned the most.
	Prof. Bloomfield explained everything clearly in class, and was very willing to help me outside of class. If he realized after lecture that he had made a mistake or not explained something clearly, he would go over it again in the next lecture, rather than passing over it. I had to miss several labs due to personal reasons, and he was very understanding in allowing me to make them up.
	Overall it was an interesting class. But why do I need this class for my major???
	Bloomfield is a good teacher, although the class size is too large.
	It would have been helpful to have the answers to last semester's tests for studying purposes.
	the course was very interesting however it fortified my decision to stay in mechanical engineering
	Bloomfield was awesome but the course just wasnt my favorite because i believe it is a LOGICAL type of thinking when you are coding, something i am bad at...lol...sadly. Textbook needs to be changed/ didnt help much/ not organized well at all
	J7 is a little much...but thanks for the help. Love the demotivators!
	I thought this course was really interesting, that that means a lot from someone who hates computers. Bloomfield was a great teacher, he really knows his stuff and you could tell he spent a lot of time molding each lecture to what the students needed. He also understood that 75 minutes is a long time to sit and listen to someone lecture so he broke class up with jokes which really helped keep the students paying attention.
	Good job nice class
	Aaron S. Bloomfield is a most excellent teacher. I'm glad they let/made him teach CS101.
	I liked this course a lot. It made me change from Computer Engineering to Computer Science for my major.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	CS 101 and CS 101E should have separate curves for class. It is unfair for the cs101 students should have to compete with students that already have programming experience.
	I never would have taken a computer class, had it not been required. It was interesting, but I didn't feel like it was worthwhile. I don't really understand why it is mandatory.
	I liked the book a lot!! I didn't attend the lectures because I don't like huge lecture halls, but the book was so well-written that I could learn everything I needed from it without much trouble. Also, Professor Bloomfield was very accessable and responded to e-mails and questions thoroughly and quickly. I liked this class very much.
	i think professor Bloomfield did a very good job teaching a difficult subject
	good course.
	I enjoyed the music at the beginning of every class very much, and the humor tossed in the middle of the lectures. I understand that being familiar with programming language is important for students, but I felt at times that things could be better explained in more plain english, such as during lectures, when it wouldn't have given away too much on an assignment or made the course too easy. For a course that could be a boring hell, Prof. Bloomfield made this semester wholly enjoyable. Thanks
	I've already taken Java and used it before, so this course was a piece of cake. p.s. I lub you. you shmell like hot bishkits.
	It was fun and challenging at times!
	Although I will never take another computer science class, I am glad that I took this one, and I learned a lot.
	n/a
	This was probably one of the best classes i've ever taken. Professor Bloomfield made this class awesome!
	good intro course for CS
	great course but i dont want to take it. computer science is not my type.
	I absolutely loved this class! I enjoyed the subject matter, the lectures, and most of the TAs were very helpful. I enjoyed doing the work.
	It was a really fun course. The actually programming homeworks are good. In fact, if they came out a full two weeks before the due date they could have been longer and more difficult. That being said the grading would need to be adjusted accordingly. The codelab assignments were pretty much worthless in my opinion. Also, make sure to only activate (or allow students to "see") the questions that are actually due on codelab. On one assignment I missed a couple points because I answered questions that weren't part of the assignment, but at the end, codelab reported that I had submitted something like 109/107 questions correct and on time. But in fact only 105 of my answers were to assigned questions so I ended up missing a couple points. No big deal, just sort of annoying. I think you did the best job you could having to teach a course of 400-500 students. It needs to be smaller. I would suggest this, get rid of 101E, have the two professors teach two sections each of 100 students each. Or find a really good TA and allow them to teach a section. Thanks!!!
	Talk a little bit slower, use better examples, choose appropriate fonts/colors, pay more attention to students (many questions went unanswered), fix your cough/allergies (not to be mean; I'm concerned for your health), get more pets and show us their pictures
	It was good course to understand the CS
	Personally, I was not able to learn Java by listening to lectures about code or even read the text. I had to sit down at a computer with a task and try to do it myself. That's why the J-homeworks, C-homeworks, and labs were so important (J-homeworks and labs especially).
	The grading standards need to be laid out at the begining of the course. NOT changed throughout
	Bloomfield is the biggest nerd ever.
	Great class...just wish I did better. Have an awesome summer.
	Professor Bloomfield was one of the best teachers I have ever had. Way to make a dull class not so painful!
	The online tests should have answers along with them. Some of the slides ask questions that were answered in the lecture but should be answered on the slide as well, so that students that forgot these answers can check them later online.
	Good course, teacher and TA's were always helpful. Introduced Java basics well.
	A lot of my friends had previous courses in computer science whether it be JAVA C++ etc. It might be helpful to have CS 101 split into three sections so the absolute beginners(like myself) are not as intimidated and discouraged. The class often moved a bit fast for me.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The textbook was useless, just try to sit down for more than one minute and try to read it, it doesn't explain anything. What's worse is that one of the professors wrote it and is making money off of it when the book isn't helpful at all! Besides that Professor Bloomfield is an awesome professor. Keep Professor Bloomfield and give him a raise while you are thinking about it XXXXXXXXXXXXXXX Thank you very much for reading this far.
	Thank you!
	Great course! At the beginning of the semester, I was worried that this was going to be my most challenging class that I was going to have the most problems in, but in actuality, it was the only class I had this semester where
	This is my favorite class with my favorite professor here at the University.
	I attended class regularly and read the textbook and still felt that I never understood anything. If it hadn't been for a friend who explained things to me I would have been completely lost.
	I thought that the labs were frustrating sometimes because one of the TAs was not helpful the others were but one imparticular, who shall remain nameless, left students with no more insight into their problems than before they came. Often he would shrug off questions and say," Its right there, figure it out" which seemed to be the opposite of his purpose. other than that i felt the tests were harder than previous years, and the old tests seemed to make me feel overconfident when coming to w new test.
	the last homework was too damn hard
	Eventhough the textbook is somewhat helpful, it is kinda confusing sometimes. For example, this book might need to be updated to match the newer SDK vesion...
	The lectures are really interesting, but when you go over the same type of program more than once at the same slow pace, it starts to bore pretty badly... if it weren't for the demotivators and off-the-wall facts I might not have been able to make it through the slower parts of the lecture. Overall, I think you're one of the best professors at making a potentially mind-numbing course into something better than bearable.
	The paper tests weren't good. I really don't think they test the students understanding well, because often it's hard to even understand what the question is asking because of the wording. It might be better if bigger programming assignment could be given as midterm grades. Or..instead of one lab quiz, we should have 2 that cover different topics.
	great course; makes me want to be a cs major
	I think computer science is a course that cannot be taught effectively in a lecture-type setting. It's more of a hands-on course, so having a setting where you can follow the lecture through hands-on demonstrations would be MUCH more effective. Because alot of times the material that we went over in lecture made sense, but when I tried to implement them on my own I didn't know where to start. And I think the main reason for this problem was becuase we didn't have the hands-on reinforcement.
	Learned a lot, material presented well
	I started the course dreading CS and I hated it the first few weeks. By the end of the semester I somehow seem to know a thing or two about this programming stuff. I'm not sure where I actually picked it up, but somehow the I did learn a great deal from the course. I learned way more than I ever thought I could. The course was very very well organized and well planned. The labs and homeworks were well thought out, and everything was very effective, especially for such a large class! The thing that I missed was how this CS class applies to further programming skills. I probably won't be taking any more programing, so I would have liked to know how JAVA relates to the CS behind Adobe Photoshop, or how the space shuttle orbits the earth. I realize that there wasn't time in this course for much of that, but I heard none, and I would hav liked some.
	w00t
	Great course, Mr. Bloomfield is an excellent professor.
	This was the best class I took this semester. Yea, it was challenging not having any background in CS, but the structure of the course (ie labs, hws, lectors) allowed me to learn the material in a variety of ways. I also thought that this class had some of the best TAs Ive seen. Instead of getting angry at me for asking questions (like some have done) they were incredibly patient with me and wanted to help me understand the material.
	great course bloomfield is the man
	Great professor
	to many questions for me to finish. sorry.
	Challenging and sometimes confusing subject matter but there was no reason to be overwhelmed by it because of all the available TA's and professor's office hours. Fair grading policy.
	Well presented
	I enjoyed this class

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	it's over, the time has come for celebration. but can you celebrate the end of the beginning? alas, we're stuck in limbo. drifting through the stages of our apathetic departure and our triumphant return to the course matter. but then again...for now, it's over [i'll get the balloons]
	Lecture was great, using the demotivators and other random amusing slides to break up the monotony of learning java was a great idea. The sporadic breaks helped wake me up and kept me focused many a time during lecture. The J homeworks were the most disasterous aspect of the class. While it is good and neccessary to get hands on experience programming, for the majority of the homework assignments, I did not feel equipped with the neccessary resources or knowledge base to do them alone. The textbook was pretty much worthless as far as help for the homeworks. It is not organized in a very effective manner--it was difficult to find answers to simple questions, for example, how to find the value of the last term in an array. Another one of my major issues was the fact that I never really grasped how methods and classes work together. I still don't really understand what the java.util* is for, how the main method works, and what a GUI is for. Explanation of individual things like for loops, print statements, and that sort of thing was good, but I was/am still very fuzzy on how it all comes together, which was the issue when trying to write a J homework from scratch. I found myself floundering helplessly on the last few homeworks especially--I had to go to a suitemate in 101-E for help figuring out where to even begin. I found a book in Barnes and Noble recently called Java Demystified--I didn't buy it since I was so near the end of the course, but after just paging through it, I feel like it is ten times better than the textbook we used--better organized and with much clearer explainations. All of this is not to say I thought it was a bad course. The instructor was a fantastic lecturer, and the material is definitely worth learning, I just feel that the hands-on part, the writing our own programs, could have been done better--keep the programming really simple until we have a firm handle on the basics.
	It was an interesting course.
	Great class, great professor
	I'm not sure that Java is the best programming language to teach students with absolutely no prior experience. I took this course for my Cognitive Science major and I had no programming experience and was completely lost for a while at first, even though I was getting 100s on the assignments anyway. I still don't know how I'll be able to use any of what I've learned from this course outside of other CS courses.
	Shouldn't combine 101 and 101E together.
	I liked the demotivators in lecture. I felt that Professor Bloomfield was a good speaker and a fair instructor.
	It was good enough class, that I think it was worthwhile. All the materials were great help to understand this course.
	Great instructor, and I will have you know that I ASKED before skipping class. I was told that it was acceptable, and thus attended very few subsequent classes.
	worthwhile class
	This course was sweet. Rock on
	Some of the material was not presented as well as everything else, and some of the labs were so hard that you wouldn't get anything out of them. Overall, I really enjoyed the course and am now considering computer science as a minor which I never thought I would.
	Aaron Bloomfield did an exceptional job at trying to keep students motivated, or demotivated for that matter, during his lectures and was always a viable option if I needed help.
	It was good, preparing me well for CS 201
	Hard but fun
	I really would just like to thank the TA's because if it was not for them, I never would of been able to complete the last 6 J homeworks. I would especially like to thank Shahrukh Tarapore because he helped me a lot and I really, really appreciate it.
	great teacher
	Overall a good learning experience.
	Considering the size of this class, Prof. Bloomfield did a pretty good job instructing this class. His methods would definitely be more effective in a class of about a hundred. Considering that I knew nothing about computer science, this course taught me a great deal and exposed me to a subject of further exploration. I enjoyed the extra humor in class and the pre-lecture music but was not a big fan of the codelab homeworks. Overall, this was a good course.
	Prof Bloomfield was an incredible teacher and I really enojyed his class!