CS 1120-001 **Introduction to Computing** - Fall 2011

ENGR (17968)

INSTRUCTORS: **Evans, David (dee2b)**

Respondents: 29 / Enrollment: 49

Summary: CS 1120-001 Introduction to Computing - Fall 2011 (17968)

Overall Course Rating

CS-1120-001 Mean 4.20
CS-1120-001 Std Dev 0.89
CS-1120-001 Response Count 140

Difference from Category Mean, Expressed in Category Standard Deviations	-2 -1 0 1 2
	0.27

SEAS, 1000-level courses Mean 3.94
SEAS, 1000-level courses Std Dev 0.99
SEAS, 1000-level courses Response Count 9194

Overall Instructor Rating

INSTRUCTOR: Evans, David
Mean 4.72
Std Dev 0.49
Response Count 194

Difference from Category Mean, Expressed in Category Standard Deviations	-2 -1 0 1 2
	0.60

SEAS, 1000-level courses Mean 4.15
SEAS, 1000-level courses Std Dev 0.94
SEAS, 1000-level courses Response Count 15213

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

1. Describe this course in one sentence:

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Question Type: Short Answer
~
contributed by Evans, David (dee2b)

Results for CS-1120-001, Evans, David

Total	Individual Answers
29	*See below for Individual Results*

"Oh freddled gruntbuggly/thy micturations are to me/As plurdled gabbleblotchits on a lurgid bee."

Whirlwind exposition to the programming and the history, current state, and future potential of computer science.

Computers are fun!

I learned how a computer thinks.

Hardest and most worthwhile course at UVA.

CS 1120 is tough but rewarding once you understand the basic concepts.

A broad introduction to multiple computing languages and the logic of computing.

This course was a great introduction to computing for those of us who had never studied it before, but the amount of work that was put into this class did not reflect my grades.

Being in CS 1120 is like being on a rollercoaster - at times things go so fast that everything is a blur and the prospects are a little scary, but in the end, now that I realize the extent of this experience and all that I've learned, the only thing left to say is, "That was fun! Let's do it again!"

This course was frustratingly challenging and moved very fast, but I learned a lot.

This course is challenging, but run by an incredible professor who genuinely cares about his students, so don't be afraid to dive into the world of Computer Science starting with this course- because if you decide not to start here, you'll be missing out.

A large load in one class.

This course was very interesting.

A challenging(sometimes frustrating) but very very rewarding class where I can easily look back to the beginning of the semester and see how much I have learned.

The course is equal parts mind-opening, interesting, fun and challenging.

The course was interesting but too much work for a first time computer science student.

Intellectually satisfying.

Good computer science introduction course that takes a lot of time and dedication for beginners.

The difficulty level and the amount of material covered is appropriate for an introductory CS class.

This course was extremely difficult, but enough help was provided, and I'm glad I took it.

AWESOME but needs attention

A enlightening and challenging introduction to computer science

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This class is extremely difficult, yet rewarding in the end. This course is very challenging and time consuming yet you get a lot out of it. This was a thorough course focusing on many areas of CS. -This class inspired me to become a CS major. Computer science for the kids who don't know (or necessarily like) computers. This course taught me to think abstractly and logically. This course was interesting, and not like any other course I've ever had before.
2. What suggestions do you have for improving the course book? ~ Question Type: Short Answer ~ *contributed by Evans, David (dee2b)*	Results for CS-1120-001, Evans, David Total: 28 Individual Answers: *See below for Individual Results*
	There are a couple of chapters towards the end of the book (ch. 9-12) that could use a few more worked out examples. The Information book was really interesting, a little lengthy, but I enjoyed it. The CS book was a good reference but sometimes the wording was a little confusing and it'd take a couple of read-throughs to fully understand concepts. There are some typos in the book - misspellings, using the wrong form of "effect," and places where there are extraneous words (where it looks like the author was going to write one thing and then changed his mind but then forgot to erase all the words in the first train of thought). The content is good, and the exercises are helpful, but some technical errors could be resolved. The course book itself was fine. But maybe having all the solutions on a website or in the back of the book would be nice. Have more math programs. The course book is fine as it is. Nothing. Make it a little more readable for people without a CS background. Introduction to the Java programming language might be included. Maybe going more in depth with the explanation on how to do certain code. The BNF grammar used to express it could be confusing sometimes. Include example problems with answers and explanations!!! Have some solutions to the practice problems in the book. There really is not a more straight-forward way to present such complex material. It needs to cut down on the computer science jargon, or take more time to explain what the jargon means. It should also provide more examples of concepts. More concise, more pictures. Make solutions available for all exercises - Index, glossary, have solutions posted for all chapters. The course book could be improved by including more examples for each topic. There also should be more diagrams to create a visual for visual learners. Edit the typos, mostly. And give lots of examples for challenging concepts. State the "obvious." Please provide solutions to practice problems! Something I really struggled with was doing problems on my own, and it was really nice to be able to do these practice problems on my own. There were a few typos, but that's all that I can think of. some easier examples with given solutions before the challenging ones

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	It would be nice if there were a few more examples per chapter because those tend to be very helpful. I think it would be very beneficial to have a 'summary' section at the end of each chapter with all of the bold/underlined/important words redefined- just to have them all in one place, and see how they relate/ feed into each other. Also, I think it would be great to have more examples of code being broken down line by line. When you're first learning a language, it's hard to work out the order of processing, or the meaning of certain lines, so code written out with ;;;comments next to it would make writing our own code a little be easier. This is more just a product of the book still being new-ish, but having more answers to the examples would facilitate learning, I believe. The course book is fine. Making it more intuitive and easier to understand.
3. The lectures content is a mix of (1) fundamental computer science ideas, (2) technical skills, (3) historical background, and (4) applications and context. **Please answer with: (A) the percent of time you think we spent on each of these (%CS-%technical-%historical-%applications), and (B) the percent of time you think we *should* spend on each (%CS-%technical-%historical-%applications).** ~ Question Type: Short Answer ~ *contributed by Evans, David (dee2b)*	Results for CS-1120-001, Evans, David Total: 28 — Individual Answers: *See below for Individual Results*
	A) 50%, 20%, 15%, 15% B) 40%, 30%, 5%, 25% (1) 15% of my time (2) 14% of my time (3) 1 % of my time (4) 70% of my time A.60-10-10-20 B.40-20-20-20 (1) 25 (2) 40 (3) 10 (4) 15 thought it was good! A: 35-15-30-20 B: 25-35-15-25 A. 50%, 20%, 20%, 10% B. 40%, 20%, 20%, 20% 30, 30, 10, 30 and I think it's about right A: 1) 20% 2) 30% 3) 15% 4) 35% B: 1) 20% 2) 20% 3) 20% 4) 40% A)40%CS-20%technical-20%historical-20%applications b)20%CS-50%technical-10%historical-20%applications (A): 30%,50%,10%,10% (B): 30%,50%,10%,10% A) 50% CS, 20% TS, 10% H, 30% AC B) 25% CS, 40% TS, 5% H, 30% AC (A) 40%-20%-7%-23% (B) 40%-20%-5%-25% 1. 50% 2. 20% 3. 15% 4. 15% 1. 35% 2. 50% 3. 7.5% 4. 7.5% %CS: 40% % Technical:40% % Historical:5% % Applications: 15% %CS:45% % Technical:9% % Historical:1% % Applications:45% a) 30%-25%-20%-25% b) 25%-35%-15%-25% 1. A) 40% B) 30% 2. A) 20% B) 40% 3. A) 30% B) 10% 4. A) 10% B) 20% a. 30% Fundamental computer science ideas 30% technical skills 15% historical background 25% applications and context b. 30% Fundamental computer science ideas 40% technical skills 15% historical background 15% applications and context To substitute in a qualitative but honest answer, I think the proportions of each subject taught in this class were perfect.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	A) 40%CS, 35%technical, 10%historical, 15%applications B) 45 %CS, 45%technical, 5%historical, 5%applications perhaps... A) 21%CS 16%technical 32%historical 31%applications B) 23%CS 20%technical 28%historical 29%applications (A) (30CS-30technical-10historical-30applications) (B) (20CS-45technical-10historical-25applications) 50% CS 20% technical skills 10% historical 20% applications A. 1. 25% 2. 30% 3. 15% 4. 30% B. 1. 30% 2. 20% 3. 10% 4. 40% (A) 34%, 33%, 33% (B) 50%, 20%, 30% 1) %65 %10 %10 %15 2) %50 %25 %10 %15 50% CS, 30%, 10%, 10% A) CS: 20% Technical: 20% Historical: 20% Applications: 40% B) CS: 20% Technical: 20% Historical: 10% Applications: 50% 1-30% 2-25% 3-10% 4-35%
4. How should the problem sets be changed? ~ Question Type: Multiple Choice ~ *contributed by Evans, David (dee2b)*	Results for CS-1120-001, Evans, David

Total	Shorter, weekly problem sets (NA)	Fewer, larger projects (NA)	Keep things pretty much like they are (NA)
28	14 (50.00%)	2 (7.14%)	12 (42.86%)

5. Which option did you select for PS8 and did you find it worthwhile?
~
Question Type: Short Answer
~
contributed by Evans, David (dee2b)

Results for CS-1120-001, Evans, David

Total	Individual Answers
29	*See below for Individual Results*

I chose option J for PS8 and I did find it worthwhile as I have learned a whole new language: Java.

Java. It is worthwhile.

CWJ yes

I selected option c, and yes I enjoyed it

For PS8 I selected Option , and it was definitely worthwhile.

Conveying computing and yes!

I selected option J and yes I did find it worthwhile.

Option C. I definitely thought it was worthwhile. It was a fun, low key conclusion to the class.

I baked a cake and yes it was quite worthwhile.

The artifact option, which I thought was great because I was able to look back on what I learned and ask myself what I thought would have made my learning experience better. In the same moment, I both realized how much I had learned this semester and was happy with the fact that I felt I knew enough to teach other people most things.

Java. It was very fun.

Option C I like it.

Conveying computing. I thought it was definitely worthwhile- gave me a chance to condense all of the knowledge I've learned and convey it creatively.

I did the J option; I found part one useful but part two seems unnecessarily complex and not particularly applicable to Java in general.

I picked the Java option because I want to take CS2110, and I found PS8 somewhat worthwhile but also extremely hard. Even after going in to get help, I could finish either part.

C, and it was really fun!

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I picked a song and found it very fun and worthwhile. Option J, and yes I found it worthwhile. Option C, yes it was a nice break to be creative and incorporate CS concepts. I selected option J (Java). Yes I did find it worthwhile, there was good exposure between linking the languages. Java, and it was very worthwhile Option C, and YES I selected Option C. I absolutely found it worthwhile. It was fun to put CS into that context. Option J. I found it to be very worthwhile and it has sparked my interest in computer science and will be continuing courses in it. The Java option, I feel I can use Java even if I decide to change my major. Option C - Yes! I thought creating a project that teaches computer science was worthwhile and also reinforced many concepts we learned throughout the course. J-option Yes C, yes! I chose option J. I found it to be difficult but useful in that I am now more familiar with Java and am planning to take CS 2110.
6. If it were necessary to cut approximately 25% of the material from this course, what material do you think should be cut? ~ Question Type: Short Answer ~ *contributed by Evans, David (dee2b)*	Results for CS-1120-001, Evans, David Total: 28 Individual Answers: *See below for Individual Results*
	I think we should spend less time on Scheme in the beginning. If cuts were necessary, I would try to cut an equal 6.25% from each subject mentioned above. I wouldn't cut 25% off of it. I would add 25% to more emphasis on learning the languages. I have no idea. The Machine Section, didn't see the point of it computability!!! None. I find all material covered useful and worthwhile. -the history That is tough...maybe the sections on running time approximation and defining interpreters. And definitely some history. The portion on computing history I think running time didn't need as much emphasis as it got running time analysis I guess history- even thought I liked it. interpreters python Some of the higher concepts of computing that we did not actually get a chance to apply. Learning Python and run-time analysis. The charme interpreter.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The Information. The history. dictionaries. I would shorten the amount of time spent on mutation in Scheme. Though it is useful to introduce concepts covered in Python and Java, I feel that introducing mutation to a language that does not manage it particularly well is not the best way to engender learning of that concept. I think the historical aspects of the course and also running time, and cost should be cut. Historical and some of the more complicated CS ideas. outside reading material like the information I wouldn't cut anything from the technical material because we need that to do the problem sets. I would cut a little from everything else. history I think the material about encryption/breaking Lorenz should be cut. It is interesting to know the history, but I do not think it is essential to this course. Also, the in-depth material about computability could probably be minimized.
7. If it is necessary to significantly cut material from the course, what material should definitely be kept? ~ Question Type: Short Answer ~ *contributed by Evans, David (dee2b)*	Results for CS-1120-001, Evans, David Total: 28 Individual Answers: *See below for Individual Results*
	History of computing, basic fundamentals, and programming technical skills. The most important material taught in this class were the fundamental computer science concepts and ideas based on the Scheme programming language, and how the Scheme language was connected to more mainstream programming languages. History of computing. computability and interpreters Python, definitely. It is easy to learn and used more and more in professional environments all the time. I think the material about Java in the end should be kept. The textbook, because it really does help a great deal when trying to learn the concepts and languages of CS. Amazing TAs should be kept as well! learning python The programming, procedures, and applications part of the course should definitely be kept. The basic technical skills. Logic. Java programs I thought everything I learned was equally valuable. The history and the course material in The Information. I found it to be the most interesting part of the course material. Turing Machines, Recursive Definitions, Scheme, Mutation, and Objects. python is better than scheme. keep python. Learning Scheme, learning Python, learning recursion, learning object-oriented programming, learning imperative programming. the technical skills that are the basis for all of the code shold be definitely kept with the emphasis they were given or more. The first half where we go through scheme little by little. How CS is applicable to everyday life

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	see above^ -the parts about recursive programming -I used that so much in the problem sets the basics of programming I think most of the stuff from the first half of the semester should be kept, since a lot of that provided the foundation for the things we discussed later on. Also the basic theoretical application material should be kept, because I think that being able to abstract ideas into a more general context is useful. Fundamental ideas of computing, scheme language and interpreter. The group class practice problems at the beginning of the semester. I would also keep the presentations on appliances of CS. The Python section history The turing machine parts and coding.
8. If this course were taught again next year, what should be different? ~ Question Type: Short Answer ~ *contributed by Evans, David (dee2b)*	Results for CS-1120-001, Evans, David Total: 25 Individual Answers: *See below for Individual Results*
	We should go over more practice examples in class. Reading of the text "The Information" might probably be optional. If this course was taught again next year, there should be shorter, smaller assignments that cover more specific material. Part of me wants to say that the Problem Sets should be shorter and more frequent, but in reality I don't think that would be the class more enjoyable. I think that relating what we learn to the real world on a more frequent basis would help to inspire students throughout the semester... the last lecture by 3 CS students was really inspiring and enlightening. It's awesome to see how much can be done with so little. I think that stepping back from the code more frequently and seeing how what we're learning is actually used to make apps/run programs/etc. would make this class a lot more meaningful. More time spent learning Python. Much shorter problem sets and do example problem sets in class. -I would keep everything the same Nothing. Nothing. make problem sets shorter The problem sets This course should have a lab where everyone can get help from the assistant coaches in a orderly manner. Change the problem sets I think next year there should be more work days in the beginning of the semester. I know that I felt almost completely clueless initially because I wasn't familiar with computer programming at all. Having work days in the first few weeks of class could give people more confidence in their programming abilities. Not much should be changed. Perhaps the problems sets should be a little shorter. more help with the problem set during class time would be great I would not change anything other than what I thought the lecture distribution should be. More Python and Java would be nice. more examples of more variety (I feel like we did the same examples for everything) It should be the same.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Nothing Everything went pretty well. Maybe instead of learning Scheme, learn languages that people use in more real-world jobs. Make problem sets smaller and less intimidating. They are scary and pretty complex for having just learned the language and the particular concept being emphasized. less lengthy problem sets with just as much difficulty

9. What grade do you expect to receive in this course?

~

Question Type: Likert

~

contributed by Evans, David (dee2b)

Results for CS-1120-001, Evans, David

Total	Mean	Std Dev	A (4)	B (3)	C (2)	D (1)	F (0)
29	3.66	0.61	21 (72.41%)	6 (20.69%)	2 (6.90%)	0 (0.00%)	0 (0.00%)

10. How much reading from The Information should be expected in future offerings of this course?

~

Question Type: Multiple Choice

~

contributed by Evans, David (dee2b)

Results for CS-1120-001, Evans, David

Total	More than we did this year (NA)	About the same as we did this year (NA)	Less than this year (NA)	None - better to use a different book (NA)	None - better to only use the course book (NA)
29	4 (13.79%)	10 (34.48%)	10 (34.48%)	2 (6.90%)	3 (10.34%)

11. Do you think it would be possible to teach a version of this course as an on-line course? What suggestions would you have for such a course?

~

Question Type: Short Answer

~

contributed by Evans, David (dee2b)

Results for CS-1120-001, Evans, David

Total	Individual Answers
28	*See below for Individual Results*

I think it could be possible, although I have my personal bias about online courses. Good navigation for the site! And a way where the students can converse with other students so they do not get behind.

I think it might be hard to grasp the contents more with an on-line course. It should definitely correlate with the book so students can refer to it if they have questions.

Yes. The major concepts in the course book should be emphasized.

No, I do not. There is enough strain on the TAs as-is and creating an online class would only belabor this point.

It would be very hard. The lectures and course reading are probably not enough to succeed on the course assignments without in-person assistance from the professor and assistant coaches. My suggestion would be provide more information and review resources than you think is necessary.

I do not think so. Many of the concepts I don't think I would have been able to understand without someone doing an example line by line. Also the TA's were more than helpful in teaching us further.

I don't think this should be an online course

Yes, as long as it is possible for students of an on-line course to be able to seek help from someone in understanding the material that they do not understand. A suggestion I would have for such a course is to have a class forum set-up so that students could seek help or discuss with other students topics they have difficulty grasping.

It would be very difficult, unless there are very reachable TAs who can help with the coding portion

Yeah, I think it's possible as long as there was enough interaction between the professor and students.

there really isn't a way because I as a first cs timer, would need 1 on 1 instruction sometimes about the same concept from several TAs to finally understand it.

Yes, but I think the level of difficulty would have to be cut down a few notches.

It would need to be less historical information, basically just technical things.

Yes, but I would still highly recommend having office hours available

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

Yes it would be possible, however it should only be opened to those who feel they have a good enough understanding of cs that they are able to teach themselves and not fall behind.

Yes. I would merely suggest posting the slides online with audio. Additionally having a help forum where students could discuss the problem and have potential TA's commenting on the forum as well.

Yes, but the problem sets would need to be made simpler. I spent a lot of time with TAs doing the homework so one-on-one help won't really be available online.

Yes but I think there should be practice problems to do.

The concepts were difficult for me to grasp, so for me it would not be possible to understand the information if it was taught online. Many of the examples such as Turing Machines and cons, list (etc) I needed to see drawn out and explained with multiple different examples. If you were to teach it online, I would recommend phrasing the concepts with different examples instead of just one.

I believe it would be easy to translate this course into an on-line course. It would be a simple enough project to transfer the course book content on-line, and make the learning and the example problems interactive (such as with the AND/OR 'wine' gates).

Yes, but you'd have to hold their hand and spoon feed the students a little more

I think it would be possible to teach a version of this course as an online course as there is already an online version of the book. The online course could use videos and power-points to facilitate the learning of students taking this course.

Yes. It would have computers.

It would be hard for me to understand because I relied on the in-person TA help hours so much. There should be plenty of interactive help options.

I think teaching the class online would be great- I think that it would be entirely necessary for students to have a split screen so that they can engage in the class... which might even be a great asset to the classroom now that I think about it. For example, if the instructor gave something for the students to define, such as "car", and the students had 5 minutes to type their own code and then compare it to the instructor/see the right way to approach things, I think that would be great.

Is it possible? With all the computer science knowledge of Professor Evans and the TAs? Definitely. Would I take the class as on on-line course? No. I had enough trouble understanding the concepts with people in front of me explaining things. I know that I would be so lost if everything were done online.

Yes. I think more frequent, but smaller problem sets to check understanding because with an on-line course falling behind will be more detrimental because there is no on-hands help. Maybe a quiz after each lesson to make sure you grasp the concepts.

No this class would be very hard as an online course

12. The course addressed technically rigorous subject matter consistent with the course objectives.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-1120-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
28	4.46	0.74	16 (57.14%)	10 (35.71%)	1 (3.57%)	1 (3.57%)	0 (0.00%)	0 (0.00%)

13. The instructor used methods other than/in addition to traditional lectures (for example, active learning, in-class problems, collaborative learning, in-class discussion) effectively in this course.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-1120-001, Evans, David

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
28	4.39	0.63	13 (46.43%)	13 (46.43%)	2 (7.14%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

14. There was a reasonable level of effort expected for the credit hours received.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-1120-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
28	4.04	1.17	13 (46.43%)	8 (28.57%)	3 (10.71%)	3 (10.71%)	1 (3.57%)	0 (0.00%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

15. 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-1120-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
28	4.36	0.73	13 (46.43%)	13 (46.43%)	1 (3.57%)	1 (3.57%)	0 (0.00%)	0 (0.00%)

16. 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-1120-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
28	4.25	0.70	10 (35.71%)	16 (57.14%)	1 (3.57%)	1 (3.57%)	0 (0.00%)	0 (0.00%)

17. 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-1120-001, Evans, David

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
28	4.54	0.51	15 (53.57%)	13 (46.43%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

18. 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-1120-001, Evans, David

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
28	4.93	0.26	26 (92.86%)	2 (7.14%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

19. The instructor was well prepared for class.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-1120-001, Evans, David

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
28	4.93	0.26	26 (92.86%)	2 (7.14%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

20. I received adequate preparation from the prior courses in the curriculum to be successful in this course.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-1120-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
28	3.67	0.98	4 (14.29%)	3 (10.71%)	7 (25.00%)	1 (3.57%)	0 (0.00%)	13 (46.43%)

21. The grading policy was fair.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-1120-001, Evans, David

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.67	0.62	20 (74.07%)	5 (18.52%)	2 (7.41%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

22. 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-1120-001, Evans, David

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
27	4.74	0.45	20 (74.07%)	7 (25.93%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

The information in this document is private and confidential. Please handle accordingly.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

23. The instructor effectively used technology in support of the learning goals for this course.

~

Question Type: Likert

~

contributed by Dean of the School of Engineering and Applied Science

Results for CS-1120-001, Evans, David

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
28	4.86	0.36	24 (85.71%)	4 (14.29%)	0 (0.00%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

24. 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-1120-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
28	0 (0.00%)	5 (17.86%)	8 (28.57%)	11 (39.29%)	4 (14.29%)

25. I learned a great deal in this course.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-1120-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
28	4.54	0.51	15 (53.57%)	13 (46.43%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

26. Overall, this was a worthwhile course.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-1120-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
28	4.21	0.88	13 (46.43%)	9 (32.14%)	5 (17.86%)	1 (3.57%)	0 (0.00%)

27. The course's goals and requirements were defined and adhered to by the instructor.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-1120-001, Evans, David

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
28	4.71	0.46	20 (71.43%)	8 (28.57%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

28. The instructor was approachable and made himself/herself available to students outside the classroom.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-1120-001, Evans, David

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
28	4.71	0.53	21 (75.00%)	6 (21.43%)	1 (3.57%)	0 (0.00%)	0 (0.00%)

29. Overall, the instructor was an effective teacher.

~

Question Type: Likert

~

contributed by Office of the Provost

Results for CS-1120-001, Evans, David

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
29	4.62	0.49	18 (62.07%)	11 (37.93%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

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

~

Question Type: Short Answer

~

contributed by Office of the Provost

Results for CS-1120-001

Total	Individual Answers
17	*See below for Individual Results*

Very challenging course and don't reccomend if not interested in computer science

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This course was more than I bargained for, but it was definitely worthwhile. Initially, I only chose to take CS 1120 because there was no lab section and I thought it would be easy and it sounded relatively interesting. One of those pretenses was wrong: it definitely was not easy!! I really feel like I learned a lot though, and what I enjoyed most was that I learned a lot about many different topics that, previously, I didn't even know had any ties to computer science! Professor Evans was able to achieve both breadth and depth in this course, and that is something that is really hard to do. Bravo!! Also, the TA office hours were completely invaluable throughout this course. There is no way I could have done as well on the problem sets without the help of some pretty amazing TAs. Johnathan especially is extremely knowledgeable and helpful. I specifically sought out his office hours every week because he is such a great help in both completing the problem sets and also making sure I understand the concepts as well. Overall, a great course! Definitely one of my favorites so far at UVA! As a third year, this was one of the most challenging classes I have taken. It was also one of the most rewarding because you were given everything you needed to know to overcome those challenges. This is one of the best courses I have taken so far. Excellent class! It was definitely a worthwhile course. I really enjoyed it, even though it was really tough for me. The course is interesting and covers a lot of technical details. Professor Evans is the man! I cannot say enough great things about how much of a genius he as, and how great of a professor he is. Professor Evans makes me wish I had taken this class earlier in my college career so that I could pursue Computer Science more. I've never met such a smart person who can actually speak to college students. I've never had a professor who cares so genuinely about his students and their understanding of the material. I've also never had a professor who is so accessible to his students. He also runs a class how a college course should be run- if you deserve an A before the finale exam because you've been working hard all semester and shown that you are knowledgeable- then you don't have to take the final. Also, Professor Wiemer- who lectured for our class one day- was incredible as well. This is a solid course that might put a little too much emphasis on Scheme. However, all of the material is well-explained, and the high level of expectation from the professor and course staff promote better learning for all class students. Coach Evans is great Thanks for a good semester Coach Evans! I definitely spent the most time in this course. But all of the TA's were fantastic and I was really glad they had so many office hours. Although I expect to receive an A based on the effort I put into this course and amount of material I learned, I'm worried my actual grade might not reflect this. Although I am convinced now that I can "think' like a computer scientist, I'm not sure my learning curve illustrated that. On another note, thank you for a wonderful semester! It was fun. This course was very informative and taught material in a very good pace. -I thoroughly enjoyed this course and would definitely recommend this course to a friend. awesome. Good course but the problem sets were too much.

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