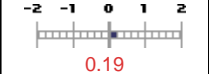
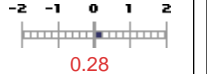


CS 3330-001 Computer Architecture - Spring 2016

ENGR (18371)

INSTRUCTORS: Tychonievich, Luther (lat7h)

Respondents: 40 / Enrollment: 89

| Summary: CS 3330-001 Computer Architecture - Spring 2016 (18371) | |
|---|--|
| <p>Overall Course Rating</p> <p>CS-3330-001 Mean 4.22 CS-3330-001 Std Dev 1.03 CS-3330-001 Response Count 200</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Difference from Category Mean, Expressed in Category Standard Deviations </div>  <p style="text-align: center; color: red; font-weight: bold;">0.19</p> <p>SEAS, 3000-level courses Mean 4.03 SEAS, 3000-level courses Std Dev 1.01 SEAS, 3000-level courses Response Count 9681</p> | <p>Overall Instructor Rating</p> <p>INSTRUCTOR: Tychonievich, Luther Mean 4.44 Std Dev 0.80 Response Count 280</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Difference from Category Mean, Expressed in Category Standard Deviations </div>  <p style="text-align: center; color: red; font-weight: bold;">0.28</p> <p>SEAS, 3000-level courses Mean 4.17 SEAS, 3000-level courses Std Dev 0.94 SEAS, 3000-level courses Response Count 17305</p> |

~ QUESTIONS AND DETAILS ~ ~ ANSWER MATRICES ~

| <p>1. How correlated do you anticipate mastery of course material to be to performance as a computing professional and/or graduate student?</p> <p style="text-align: center;">~ Question Type: Multiple Choice ~ contributed by Tychonievich, Luther (lat7h)</p> | <table border="1" style="width: 100%; border-collapse: collapse; background-color: #003366; color: white;"> <thead> <tr> <th colspan="7">Results for CS-3330-001, Tychonievich, Luther</th> </tr> <tr> <th>Total</th> <th>Strong positive correlation (NA)</th> <th>Weak positive correlation (NA)</th> <th>No correlation (NA)</th> <th>Weak negative correlation (NA)</th> <th>Strong negative correlation (NA)</th> <th>I don't know (NA)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">40</td> <td style="text-align: center;">7 (17.50%)</td> <td style="text-align: center;">26 (65.00%)</td> <td style="text-align: center;">3 (7.50%)</td> <td style="text-align: center;">0 (0.00%)</td> <td style="text-align: center;">0 (0.00%)</td> <td style="text-align: center;">4 (10.00%)</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; background-color: #cccccc;"> <thead> <tr> <th colspan="7">Results for SEAS, 3000-level courses</th> </tr> <tr> <th>Total</th> <th>Strong positive correlation (NA)</th> <th>Weak positive correlation (NA)</th> <th>No correlation (NA)</th> <th>Weak negative correlation (NA)</th> <th>Strong negative correlation (NA)</th> <th>I don't know (NA)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">40</td> <td style="text-align: center;">7 (17.50%)</td> <td style="text-align: center;">26 (65.00%)</td> <td style="text-align: center;">3 (7.50%)</td> <td style="text-align: center;">0 (0.00%)</td> <td style="text-align: center;">0 (0.00%)</td> <td style="text-align: center;">4 (10.00%)</td> </tr> </tbody> </table> | Results for CS-3330-001, Tychonievich, Luther | | | | | | | Total | Strong positive correlation (NA) | Weak positive correlation (NA) | No correlation (NA) | Weak negative correlation (NA) | Strong negative correlation (NA) | I don't know (NA) | 40 | 7 (17.50%) | 26 (65.00%) | 3 (7.50%) | 0 (0.00%) | 0 (0.00%) | 4 (10.00%) | Results for SEAS, 3000-level courses | | | | | | | Total | Strong positive correlation (NA) | Weak positive correlation (NA) | No correlation (NA) | Weak negative correlation (NA) | Strong negative correlation (NA) | I don't know (NA) | 40 | 7 (17.50%) | 26 (65.00%) | 3 (7.50%) | 0 (0.00%) | 0 (0.00%) | 4 (10.00%) |
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| 40 | 7 (17.50%) | 26 (65.00%) | 3 (7.50%) | 0 (0.00%) | 0 (0.00%) | 4 (10.00%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| <p>2. Which topic/lecture in this course was your favorite and why?</p> <p style="text-align: center;">~ Question Type: Short Answer ~ contributed by Tychonievich, Luther (lat7h)</p> | <table border="1" style="width: 100%; border-collapse: collapse; background-color: #003366; color: white;"> <thead> <tr> <th colspan="2">Results for CS-3330-001, Tychonievich, Luther</th> </tr> <tr> <th>Total</th> <th>Individual Answers</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">38</td> <td style="text-align: center;"><i>See below for Individual Results</i></td> </tr> </tbody> </table> | Results for CS-3330-001, Tychonievich, Luther | | Total | Individual Answers | 38 | <i>See below for Individual Results</i> |
|--|--|---|--|-------|--------------------|----|---|
| Results for CS-3330-001, Tychonievich, Luther | | | | | | | |
| Total | Individual Answers | | | | | | |
| 38 | <i>See below for Individual Results</i> | | | | | | |

Pipelining -- I found it to be a really neat concept and the implementation was actually really fun to do.

processor design. incredibly helpful to know how the processor works, how to optimize code for processors, etc. deepens one's understanding of how a computer works.

pipeline. It's interesting and challenging.

All topics covered were pretty interesting and helpful in providing an overview into computer architecture processes. I especially liked the topic on sequential processors and pipelining because it gave me a much clearer understanding of how processors work under the hood in real life.

basic everything was pretty enjoyable except pipelining. I hate pipelining and still dont get it

Performance and coding optimizations. That had the most interesting and real world applications.

I think learning about caches was pretty cool, I found that it was pretty easy to understand but also had significant implications in terms of speed and optimization.

Locality. Direct application to higher level program design.

Caching. It seemed the most relevant to future work.

Optimizations. It mattered to me, and wasn't tedious. Lot's of the other material just isn't relevant to what I want to do.

SEQ/pipelining

caches and pipelining because I enjoyed them, and felt challenged but was still able to learn a lot.

Pipelining, because it made a lot of sense to me

SEQ/PIPE. I enjoyed building a simple processor.

I enjoyed learning about how the cpu passes functions through registers and pipelines

Caching/performance, because it seemed the most relevant to me as a Computer Scientist and allowed for more creativity in solutions.

I really enjoyed the performance topic because it seemed really relevant to work in the field but also made sense once understanding the underlying system better.

I liked the SEQ implementation the most. It was interesting to see how assembly worked at a low level, without having to write assembly code, which is awful.

Computer performance lectures - most relevant to what I want to do as a computer programmer, makes sense conceptually, conceptual lessons easy to apply practically.

the optimizations section, it provided most insight into useful topics

Performance. It was interesting to see the various strategies that one would use to increase the performance of even a benign program. Some of these appeared to be counterintuitive, so I'm glad to have learned them.

Hmm, performance- it was very satisfying to see the efficiency of my program increase.

Bitwise -- at least it was coding

I liked the HCL2D - really helped me understand the material

Optimization, it was the only one that was at all relevant or useful.

performance because it helped tie in 2150

skipped all of them

Bit Fiddling/Manipulations and even a little bit of sequencers too (love-hate relationship with SEQ - they were difficult conceptually for me but super interesting)

PIPE

All about the same

I enjoyed the optimization topic because I think it will be applicable in the real-world. I also thought the parallel computing was interesting because I had very little knowledge of that before this course.

SEQ. I just found it intellectually interesting to think about the different steps in the process.

Optimization, because it gave me insight into how I can develop more efficient software.

I enjoyed the bomb lab and the smooth/rotate labs and topics the most; they were fun, useful, and I felt like I was applying what I learned in class.

Performance was one of my favorites because it was cool to know what we could do to optimize.

Ways to enhance performance of programs. It was probably the most useful thing we learned.

Caching because I have always been curious as to how it worked.

Pipelined processors

3. Which topic/lecture in this class do you think you will find the most useful in the future?

Question Type: Short Answer

contributed by Tychonievich, Luther (lat7h)

| Results for CS-3330-001, Tychonievich, Luther | |
|---|----------------------------------|
| Total | Individual Answers |
| 37 | See below for Individual Results |

memory, performance

Couldn't say

Performance and coding optimizations. That had the most interesting and real world applications.

OS architecture, memory access.

processor design/caching, will probably be helpful for code optimization

I don't know. Perhaps memory themes in general?

Optimization because it seems to be the most applicable.

Caching/performance, because it seems most useful to the way we write programs and design systems.

I think the overall understanding about parallelism will be very useful. Also, learning to optimize efficiently will be very applicable in the future (if I continue on to do software engineering).

caches

Optimizations/ the inner-workings of assembly. It's good to know what happens under the hood that can boost performance.

I will probably find speed up most useful, because people care about how fast code runs.

Performance. One should be capable of getting a program to work in the first place. If that program is time sensitive, getting it to work faster is all the better.

Either performance or exceptions. Performance will probably influence how I write code but I also hope to contribute to the Linux kernel and the material in exceptions seems to shed light on some of it.

none

Performance

Performance

Performance

Performance

optimizations

Optimizations - many tricks and tips learned that I can actually apply in real-life coding situations. Bomb lab - learned lots of tricks for terminal and gdb

caching

Maybe caching?

General knowledge of how code runs under the surface is super important, understanding why things happen

Optimization, it was the only one that was at all relevant or useful.

How to optimize

I believe that optimizations and the general way memory works will be most useful to me in the future.

cache optimization

PIPE

Caching.

computer performance/how to increase efficiency of code - see above.

Bit twiddling because companies like that for interview questions for some reason

The performance unit.

caching & performance

Locality.

Optimization, for the reasons listed above

Optimization

4. What lecture/topic(s) in this class "did not work" or were not seen as useful in the long run?

Question Type: Short Answer

contributed by Tychonievich, Luther (lat7h)

| Results for CS-3330-001, Tychonievich, Luther | |
|---|----------------------------------|
| Total | Individual Answers |
| 35 | See below for Individual Results |

HCL2D, and sequential and pipelined processors.

It seems like a lot of students struggle with some of the arbitrary "math" that is thrown into concepts - for example, virtual memory is pretty important but I don't think it's useful to learn how to calculate the specific sizes of things - Rather, I'd find it more useful to understand virtual memory at a higher level and learn more about the utility of it than just the math behind it. It was pretty boring/annoying to hear students ask about how to calculate various components of the VPN or whatever EVERY day!

HCL implementation. Useful to help learn the topics, not useful for the future.

pipelining but maybe even this could prove useful some time

Many of the labs did not sync with the lecture; often the topics the addressed and attempted to practice were 2-3 weeks old. I also think the course could have had a better structure in covering the material. Often I felt lost in the 'trees' and didn't have a solid picture of the 'forest'. I think this could be addressed by working top-down or bottom-up in topic order and in each individual lecture.

In my opinion exceptions are too specific for this class and I don't really feel that my knowledge of computer hardware, as someone who wants to focus on software engineering, was greatly benefitted by the lessons on hardware exceptions. I think the knowledge might be good to have if you want to be an expert in hardware engineering, but for most of the people in the room it gets extraneous after the discussion about segmentation faults.

most of it to me

I don't think the pipelining and SEQ stuff will be all that useful, it was interesting, but it won't really affect how I code anything.

I think that everything was generally useful; much of the work that we did didn't demonstrate the full utility of these techniques though, so I'm not sure.

The lecture "Overview" lecture was less informative than the rest of the lectures. I would have liked the notes about "power of 2" and "memory layout" available to me elsewhere, but those parts of the lecture were repeating what I remembered from 2150. The questioning at the beginning of class was fantastic and should continue in later iterations of this course, as should giving a brief overview of the topics covered.

Reading from Memory tables was a bit confusing

none

None

CISC/RISC didn't really seem to come up again.

all

Bit fiddling

Anything involving HCL. If I had it my way, I wouldn't ever write a line of HCL again, although I'm fairly certain I'll have to for OS. It's just dry, uninteresting, and not something I want to be doing in the future.

Nothing seemed useless to me, but virtual memory was the least useful in my opinion.

Virtual memory

Every lecture was a waste of time. I highly regret attending instead of studying on my own. Memory and processors were completely useless for me.

Not so much lecture/topic, but the structure in which the quizzes are done

I'm not sure how necessary some of the C stuff at the beginning was necessary especially if it came at the expense of topics later on.

N/A

N/A

It took me a while to understand virtual memory. It might just be a function of the volume of content for that topic but it took several discussions with a classmate to somewhat understand it.

I just hated the HCL and pipelining homeworks and general work

HCL. The cost of learning the syntax of HCL completely outweighed any incremental benefit to understanding the relevant concepts. The topics of data forwarding, stalls, and bubbles were covered quite well in lecture already, in my opinion.

I'm not sure how useful coding the pipeline was. I felt I had a good understanding of how pipelines work, and the lab confused me a bit. In some ways, it solidified material, but in other ways, it made me question my knowledge of the pipeline mechanism.

Bits HW

Bit level manipulation stuff

na

SEQ/pipelining wasn't ineffective, but was hard to see as many applications and difficult to wrap my mind around.

Exceptions.

bit fiddling

To be honest, it felt like a lot of the material covered in this course was very specific to what in my opinion is somewhat of a binary concentration in Computer Science (i.e. useful only for those that wish to pursue computer architecture and work with hardware). I admit that I learned a few valuable concepts regarding programming, but I think I would also have been just fine without them. Aside from my opinion and general disinterest in computer architecture altogether, I do think that what we covered was very relevant to the course and pertinent in providing insight on the important topics within comp arch altogether.

5. How often did you make use of the TA office hours?

Question Type: Multiple Choice

contributed by Tychonievich, Luther (lat7h)

| Results for CS-3330-001, Tychonievich, Luther | | | | | |
|---|-----------------|-----------------------|--------------------------|-------------|-------------|
| Total | Every week (NA) | Every other week (NA) | Once per assignment (NA) | Rarely (NA) | Never (NA) |
| 39 | 4 (10.26%) | 4 (10.26%) | 4 (10.26%) | 10 (25.64%) | 17 (43.59%) |

| Results for SEAS, 3000-level courses | | | | | |
|--------------------------------------|-----------------|-----------------------|--------------------------|-------------|-------------|
| Total | Every week (NA) | Every other week (NA) | Once per assignment (NA) | Rarely (NA) | Never (NA) |
| 39 | 4 (10.26%) | 4 (10.26%) | 4 (10.26%) | 10 (25.64%) | 17 (43.59%) |

6. How would you rate the availability of TAs?

Question Type: Likert

contributed by Tychonievich, Luther (lat7h)

| Results for CS-3330-001, Tychonievich, Luther | | | | | | | |
|---|------|---------|---------------|-------------|-------------|-----------|---------------|
| Total | Mean | Std Dev | Excellent (4) | Good (3) | Average (2) | Weak (1) | Very Poor (0) |
| 38 | 2.82 | 0.93 | 10 (26.32%) | 14 (36.84%) | 11 (28.95%) | 3 (7.89%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | |
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| 38 | 2.82 | 0.93 | 10 (26.32%) | 14 (36.84%) | 11 (28.95%) | 3 (7.89%) | 0 (0.00%) |

7. How would you rate the helpfulness of the TAs?

Question Type: Likert

contributed by Tychonievich, Luther (lat7h)

| Results for CS-3330-001, Tychonievich, Luther | | | | | | | |
|---|------|---------|---------------|-------------|-------------|-----------|---------------|
| Total | Mean | Std Dev | Excellent (4) | Good (3) | Average (2) | Weak (1) | Very Poor (0) |
| 38 | 3.00 | 0.90 | 13 (34.21%) | 14 (36.84%) | 9 (23.68%) | 2 (5.26%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | |
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| 38 | 3.00 | 0.90 | 13 (34.21%) | 14 (36.84%) | 9 (23.68%) | 2 (5.26%) | 0 (0.00%) |

8. Any specific comments about the TAs you would like to share?

Question Type: Short Answer

contributed by Tychonievich, Luther (lat7h)

| Results for CS-3330-001, Tychonievich, Luther | |
|---|----------------------------------|
| Total | Individual Answers |
| 22 | See below for Individual Results |

One of the TA's in my lab barely spoke english. So of the two TAs in the lab, if you asked for help and got one, you were sure to understand it. If the other one came over, you just lost twenty minutes of work time with nothing to show for it.

I didn't interact with them too much, but they seemed to know what they were doing.

None.

None.

The TA's I interacted with were very friendly but almost always said "google the answer" rather than explaining to me the concept. It seemed like this was not the case for some of my friends, however.

Seemed very uninformed about general info ie how things would be graded, what specific grading policies were, etc

At office hours, we would have to wait over an hour just to ask one question. I know this is not easily solved based on resources, but maybe creating some sort of time limit to talk to the TA, like 10 minutes per student.

nah

never went, idk.

Generally not helpful but I'm not sure if it's their fault necessarily. Any question I had they weren't allowed to answer and just repeated my question back at me slowly and said "hopefully that leads you to the answer". So I stopped trying to ask TAs for help after the first few weeks.

Most of the TA's were great, although 1 or 2 should not have been there and were often wrong and/or generally unhelpful.

They saved me in this class. I just wish there were more of them.

Incredibly helpful. The only issue was the lack of supply, but only good things from the TAs themselves.

So patient with me. Very helpful in the middle of chaos.

All of the TAs this semester were amazingly helpful, patient explaining concepts, knowledgeable, and fun. They are the best TAs I have ever had, and one (Daniel, I think?) stayed after office hours for 2-3 hours once to help us on a particularly difficult assignment.

Molly and Jordan were both fantastic during lab, and explained so well that I didn't really need to go to office hours.

TAs were very knowledgeable about the tasks at hand during lab and always prepared to help me whenever I had a question.

none

perhaps be more understanding of students gaps in knowledge.

All the TAs were great, except Masud wasn't very helpful in office hours. Sometimes in lab he'd have to call over another TA because he didn't really know anything about the assignment. Nice guy, just not the best TA.

I had a serious problem with my code for one of the pipelining labs that I spent 3 hours with the TA's, two of which ending up doing the coding on my computer themselves because of the issues I was having. They were unable to solve it, and the only reason I was able to eventually complete the subsequent homework was because the lab solution was posted after a lot of hesitation from the Professor. I don't really blame the TA's for their inability to help, but it caused a lot of undue stress and anxiety.

Generally helpful throughout the semester

9. This course taught me things I did not previously know

Question Type: Likert

contributed by Tychonievich, Luther (lat7h)

| Results for CS-3330-001, Tychonievich, Luther | | | | | | | |
|---|------|---------|--------------------|------------|-------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 40 | 4.68 | 0.76 | 31 (77.50%) | 7 (17.50%) | 1 (2.50%) | 0 (0.00%) | 1 (2.50%) |

| Results for SEAS, 3000-level courses | | | | | | | |
|--------------------------------------|------|---------|--------------------|------------|-------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
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~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

10. This course taught me things that have been and/or likely will be useful to me

Question Type: Likert

contributed by Tychonievich, Luther (lat7h)

| Results for CS-3330-001, Tychonievich, Luther | | | | | | | |
|---|------|---------|--------------------|-------------|-------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 40 | 3.58 | 1.08 | 8 (20.00%) | 15 (37.50%) | 11 (27.50%) | 4 (10.00%) | 2 (5.00%) |

| Results for SEAS, 3000-level courses | | | | | | | |
|--------------------------------------|------|---------|--------------------|-------------|-------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 40 | 3.58 | 1.08 | 8 (20.00%) | 15 (37.50%) | 11 (27.50%) | 4 (10.00%) | 2 (5.00%) |

11. What would you suggest we change about this course in the future?

Question Type: Short Answer

contributed by Tychonievich, Luther (lat7h)

| Results for CS-3330-001, Tychonievich, Luther | |
|---|----------------------------------|
| Total | Individual Answers |
| 28 | See below for Individual Results |

Get rid of HCL. Place more focus on using modern tools like profilers, which we did not explore.

I dont like pipelining stuff

It's a tightly planned course. You pretty much need everything as is.

Didn't love the Bits HW/lab but I thought almost everything was pretty relevant to the course and helped with understanding the material.

If there is any way to make the hcl language be supplemented by visual assistance, more visuals would be helpful in analyzing the flow through a pipelined processor.

Tychonievich is a bit aloof. Even in trying to press students to ask questions, he comes off condescending. He's overly-dismissive of criticism. What I've noticed is when people offer any sort of critical feedback relating to his abrasive personality, he'll display the feedback to the class, pick out one sentence and read it, ignoring the rest, and say something along the lines of "Well, I don't even know what you're complaining about, I don't even understand your complaint..." and then move on. It's a troubling habit. He says he isn't affected by negative feedback, but maybe he should be. People consistently have the same complaints and he consistently dismisses those complaints. Ignoring a pattern so willfully is just aggravating. If you're reading this professor, please do not just scoff and move on. It may be difficult because you don't want to change any fundamental aspects of your teaching style, but you really need to ask yourself why the complaints you so readily dismiss are so pervasive. Quizzes were a disaster. This one is obvious. Just write better quizzes. The fact that you retroactively edited around 2/3 of the quizzes is indicative of a serious problem with them. Additionally, the homework was fairly disconnected from the actual material of the class. The bomb lab did not teach me assembly. The bit lab didn't teach me anything but some fancy tricks. The HCL lab taught me how to follow instructions. I think in many cases, things were just too spelled out for us. Maybe formulate your own homeworks that require a bit more thinking and open-ended problem solving. I do believe you were a good professor overall, I just think you could be better.

I still feel like I don't really know the full process of how a computer works - I wish I could explain what things like the motherboard, graphics card, etc work and interact with the computer. I'd really like at least one unit where the material becomes very high level and we just go over how a computer works from power on to displaying something to a monitor.

A different homework assignment for SEQ/pipelining, maybe more conceptual.

I think covering a broader number of topics, without going into a such fine detail about some topics. For instance, the optimization stuff was incredibly interesting and I think we should cover more code-related efficiency mechanisms.

test harnesses for homework and labs could be better. they often didn't work/were inconsistent. Tychonievich assumes his students have more free time than they do, but this is not necessarily his fault; societal/cultural issue really. ideally students should be spending as much time as he expects them to.

The last two topics seemed disjoint from the rest of the course. This could just be my lack of understanding though.

I am not really sure, i just personally wasn't interested in the material.

I propose splitting 3330 up and combining part of it with DLD and part of it with OS, and making both of those courses required for both the BSCS and the BACS

If it were feasible...more TA OHs and maybe continue to have hand drawn-type lecture notes but also accompanied by organized powerpoints (sometimes reading Prof Tychonievich's handwriting is hard & time-consuming - sorry!)

More Homeworks like the Memory HW that are like multiple try worksheets that help you understand/work through applications of conceptual material - something similar for caching and cache addresses would have been particularly helpful

Change the method in which quizzes are implemented. They are currently made such that one can do all of the reading and yet still make lots of mistakes. Make the quizzes more centralized on the direct knowledge on what was read, and then let the homeworks/labs test that knowledge beyond what is just in the textbook.

The structuring needs to be redone. The lectures should prepare students for tests better. The textbook uses ambiguous language that caused me to get mixed signals between lecture, quiz, and the readings often. Pipelining and showing the FDEMW stages would really benefit from an interactive diagram for each step through the stages.

Less work, particularly about the processors, and please, please, please, no HCL2D implementations.

Bit Puzzles lab was the one lab I didn't feel helped me understand course material.

Put caching and virtual memory closer together and move performance to one of the last topics.

N/A

When writing quiz questions, keep track of which page number the relevant information is on, so you can provide it after the quiz is graded.

Remove it or make it an elective.

The only thing I would suggest is to provide direction at the beginning of labs to the entire class. Something as simple as having the TAs telling us what we are doing in lab would have went a long way when the lab instructions were unclear. In my experience it seemed silly that we had an assigned lab time and from the moment we started lab until the end of lab, all we were doing was reading from the cs3330 website's lab section and asking questions in an attempt to understand the task. In fact, I felt that there were a lot of the same initial clarifying questions asked by many students about certain instructions. In this situation, after a couple people have asked the same question, it would be better to publicly announce that to the class. Sometimes I sat in lab struggling on something only to finally ask for assistance and hear from the TA that others had the same problem and it was fixed doing x, y, z.

It would have been nice if there had been a little less repetition in lecture, though I think many people in the class needed it.

//

don't make it a required course. It's so much shit that I couldn't care less about it. This should be an elective for CS majors who wanted to learn more about computer engineering I have no idea why it's required.

Perhaps creating an online queue for office hours. That way you can have data for volume of students per time to schedule office hours more effectively.

12. What portion of course material do you think should have been included in a required course?

Question Type: Multiple Choice

contributed by Tychonievich, Luther (lat7h)

| Results for CS-3330-001, Tychonievich, Luther | | | | | | | |
|---|------------|--------------------------------|-----------------|-----------------|-----------------|-----------------------------|-----------|
| Total | All (NA) | All but one or two topics (NA) | A majority (NA) | About half (NA) | A minority (NA) | Only one or two topics (NA) | None (NA) |
| 40 | 9 (22.50%) | 13 (32.50%) | 10 (25.00%) | 6 (15.00%) | 0 (0.00%) | 1 (2.50%) | 1 (2.50%) |

| Results for SEAS, 3000-level courses | | | | | | | |
|--------------------------------------|------------|--------------------------------|-----------------|-----------------|-----------------|-----------------------------|-----------|
| Total | All (NA) | All but one or two topics (NA) | A majority (NA) | About half (NA) | A minority (NA) | Only one or two topics (NA) | None (NA) |
| 40 | 9 (22.50%) | 13 (32.50%) | 10 (25.00%) | 6 (15.00%) | 0 (0.00%) | 1 (2.50%) | 1 (2.50%) |

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

13. 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-3330-001 | | | | | | | | |
|-------------------------|------|---------|--------------------|------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 4.75 | 0.49 | 31 (77.50%) | 8 (20.00%) | 1 (2.50%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 1935 | 4.33 | 0.81 | 922 (47.65%) | 812 (41.96%) | 122 (6.30%) | 41 (2.12%) | 29 (1.50%) | 9 (0.47%) |

14. 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-3330-001, Tychonievich, Luther | | | | | | | | |
|---|------|---------|--------------------|-------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 4.18 | 0.93 | 16 (40.00%) | 19 (47.50%) | 2 (5.00%) | 2 (5.00%) | 1 (2.50%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|--------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 2472 | 3.96 | 1.09 | 894 (36.17%) | 891 (36.04%) | 324 (13.11%) | 184 (7.44%) | 97 (3.92%) | 82 (3.32%) |

15. 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-3330-001 | | | | | | | | |
|-------------------------|------|---------|--------------------|-------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 4.02 | 1.23 | 18 (45.00%) | 14 (35.00%) | 2 (5.00%) | 3 (7.50%) | 3 (7.50%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 1938 | 4.08 | 0.98 | 727 (37.51%) | 849 (43.81%) | 189 (9.75%) | 112 (5.78%) | 54 (2.79%) | 7 (0.36%) |

16. 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-3330-001 | | | | | | | | |
|-------------------------|------|---------|--------------------|-------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 4.18 | 0.98 | 19 (47.50%) | 13 (32.50%) | 4 (10.00%) | 4 (10.00%) | 0 (0.00%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|--------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 1934 | 4.10 | 0.97 | 694 (35.88%) | 770 (39.81%) | 195 (10.08%) | 85 (4.40%) | 51 (2.64%) | 139 (7.19%) |

17. 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-3330-001 | | | | | | | | |
|-------------------------|------|---------|--------------------|-------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 4.30 | 0.85 | 20 (50.00%) | 14 (35.00%) | 4 (10.00%) | 2 (5.00%) | 0 (0.00%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|--------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 1937 | 3.50 | 1.23 | 333 (17.19%) | 420 (21.68%) | 323 (16.68%) | 166 (8.57%) | 120 (6.20%) | 575 (29.69%) |

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

18. 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-3330-001, Tychonievich, Luther | | | | | | | | |
|---|------|---------|--------------------|-------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 4.25 | 0.84 | 17 (42.50%) | 18 (45.00%) | 4 (10.00%) | 0 (0.00%) | 1 (2.50%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|---------------|--------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 2473 | 3.98 | 1.03 | 843 (34.09%) | 1036 (41.89%) | 302 (12.21%) | 165 (6.67%) | 86 (3.48%) | 41 (1.66%) |

19. 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-3330-001, Tychonievich, Luther | | | | | | | | |
|---|------|---------|--------------------|------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 4.88 | 0.33 | 35 (87.50%) | 5 (12.50%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 2473 | 4.52 | 0.72 | 1489 (60.21%) | 768 (31.06%) | 117 (4.73%) | 30 (1.21%) | 20 (0.81%) | 49 (1.98%) |

20. The instructor was well prepared for class.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

| Results for CS-3330-001, Tychonievich, Luther | | | | | | | | |
|---|------|---------|--------------------|------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 4.68 | 0.76 | 31 (77.50%) | 7 (17.50%) | 1 (2.50%) | 0 (0.00%) | 1 (2.50%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 2476 | 4.34 | 0.80 | 1188 (47.98%) | 970 (39.18%) | 169 (6.83%) | 57 (2.30%) | 25 (1.01%) | 67 (2.71%) |

21. 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-3330-001 | | | | | | | | |
|-------------------------|------|---------|--------------------|-------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 3.85 | 1.21 | 14 (35.00%) | 15 (37.50%) | 5 (12.50%) | 3 (7.50%) | 3 (7.50%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|--------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 1937 | 3.99 | 0.96 | 597 (30.82%) | 837 (43.21%) | 265 (13.68%) | 104 (5.37%) | 46 (2.37%) | 88 (4.54%) |

22. The grading policy was fair.

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

| Results for CS-3330-001, Tychonievich, Luther | | | | | | | | |
|---|------|---------|--------------------|-------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 4.08 | 0.86 | 13 (32.50%) | 19 (47.50%) | 7 (17.50%) | 0 (0.00%) | 1 (2.50%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|---------------|--------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 2472 | 4.04 | 0.91 | 792 (32.04%) | 1124 (45.47%) | 290 (11.73%) | 140 (5.66%) | 39 (1.58%) | 87 (3.52%) |

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

23. 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-3330-001, Tychonievich, Luther | | | | | | | | |
|---|------|---------|--------------------|-------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 4.42 | 0.84 | 23 (57.50%) | 13 (32.50%) | 3 (7.50%) | 0 (0.00%) | 1 (2.50%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|---------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 2472 | 4.29 | 0.82 | 1102 (44.58%) | 1006 (40.70%) | 190 (7.69%) | 68 (2.75%) | 29 (1.17%) | 77 (3.11%) |

24. 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-3330-001, Tychonievich, Luther | | | | | | | | |
|---|------|---------|--------------------|-------------|-------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 40 | 4.60 | 0.55 | 25 (62.50%) | 14 (35.00%) | 1 (2.50%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|--------------|--------------|-----------------------|---------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) | Not Applicable (NA) |
| 2467 | 4.08 | 0.97 | 906 (36.72%) | 990 (40.13%) | 295 (11.96%) | 105 (4.26%) | 71 (2.88%) | 100 (4.05%) |

25. 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-3330-001 | | | | | |
|-------------------------|------------------|------------|-------------|-------------|-----------------|
| Total | Less than 1 (NA) | 1 - 3 (NA) | 4 - 6 (NA) | 7 - 9 (NA) | 10 or more (NA) |
| 40 | 1 (2.50%) | 5 (12.50%) | 14 (35.00%) | 13 (32.50%) | 7 (17.50%) |

| Results for SEAS, 3000-level courses | | | | | |
|--------------------------------------|------------------|--------------|--------------|--------------|-----------------|
| Total | Less than 1 (NA) | 1 - 3 (NA) | 4 - 6 (NA) | 7 - 9 (NA) | 10 or more (NA) |
| 1938 | 75 (3.87%) | 537 (27.71%) | 753 (38.85%) | 343 (17.70%) | 230 (11.87%) |

26. I learned a great deal in this course.

Question Type: Likert

contributed by Office of the Provost

| Results for CS-3330-001 | | | | | | | |
|-------------------------|------|---------|--------------------|-------------|-------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 40 | 4.35 | 0.86 | 20 (50.00%) | 17 (42.50%) | 1 (2.50%) | 1 (2.50%) | 1 (2.50%) |

| Results for SEAS, 3000-level courses | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|--------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 1929 | 4.03 | 0.99 | 695 (36.03%) | 827 (42.87%) | 239 (12.39%) | 110 (5.70%) | 58 (3.01%) |

27. Overall, this was a worthwhile course.

Question Type: Likert

contributed by Office of the Provost

| Results for CS-3330-001 | | | | | | | |
|-------------------------|------|---------|--------------------|-------------|-------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 40 | 3.85 | 1.14 | 13 (32.50%) | 15 (37.50%) | 8 (20.00%) | 1 (2.50%) | 3 (7.50%) |

| Results for SEAS, 3000-level courses | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|--------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 1921 | 3.95 | 1.08 | 678 (35.29%) | 770 (40.08%) | 262 (13.64%) | 120 (6.25%) | 91 (4.74%) |

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

28. 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-3330-001, Tychonievich, Luther | | | | | | | |
|---|------|---------|--------------------|-------------|-------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 40 | 4.62 | 0.59 | 27 (67.50%) | 11 (27.50%) | 2 (5.00%) | 0 (0.00%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | |
|--------------------------------------|------|---------|--------------------|---------------|-------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 2465 | 4.26 | 0.79 | 1021 (41.42%) | 1163 (47.18%) | 199 (8.07%) | 53 (2.15%) | 29 (1.18%) |

29. 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-3330-001, Tychonievich, Luther | | | | | | | |
|---|------|---------|--------------------|-------------|-------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 39 | 4.38 | 0.81 | 22 (56.41%) | 11 (28.21%) | 5 (12.82%) | 1 (2.56%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|--------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 2473 | 4.22 | 0.86 | 1085 (43.87%) | 993 (40.15%) | 289 (11.69%) | 76 (3.07%) | 30 (1.21%) |

30. Overall, the instructor was an effective teacher.

Question Type: Likert

contributed by Office of the Provost

| Results for CS-3330-001, Tychonievich, Luther | | | | | | | |
|---|------|---------|--------------------|-------------|-------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 40 | 4.35 | 0.70 | 18 (45.00%) | 19 (47.50%) | 2 (5.00%) | 1 (2.50%) | 0 (0.00%) |

| Results for SEAS, 3000-level courses | | | | | | | |
|--------------------------------------|------|---------|--------------------|--------------|--------------|--------------|-----------------------|
| Total | Mean | Std Dev | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
| 2481 | 4.11 | 0.99 | 1022 (41.19%) | 975 (39.30%) | 292 (11.77%) | 118 (4.76%) | 74 (2.98%) |

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

Question Type: Short Answer

contributed by Office of the Provost

| Results for CS-3330-001 | |
|-------------------------|----------------------------------|
| Total | Individual Answers |
| 18 | See below for Individual Results |

Course was very tough and took a lot of time to do some of the homeworks, but once you did them the material made a lot of sense. Textbook could be kind of dry and tough to read, but it's not easy to make this material very interesting so that was understandable. Loved that lectures were available online in case you missed a class.

I'm sure you have your own policies about this but I wasn't a huge fan of the whole rubric thing because personally getting a 67% on a test (even if it did round up to an 85) is fairly demoralizing. I guess really the only thing I didn't like was the format of the tests and some of the questions.

None.

Luther Tychonievich's teaching style was brutal but effective. This class could improve by being less work intensive, but I doubt it.

There was an insane amount of quizzes, and they were all super hard. It would be good to either cut the quizzes down to one a week, or change them to check if you are following along, not if you have perfect understanding.

I get that the point of quizzes was to make us read the book, but I'd suggest testing out an alternative where students have to summarize each section that they read instead. I feel like that would be way more useful and would then provide them with notes that they could use.

Terrible class. Tychonievich did his best with this I do not think it is his fault at all. Just a course full of boring and impractical material. No idea why this is a required class.

More HWs like the memory HW would have been helpful, no bit fiddling

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

Prof. T cares a lot, and is exceptionally knowledgeable. He also adheres to his own policies consistently, so nothing ever felt unexpected. My main problem with the course was the difficulty and dryness of the actual material (especially HCL), not him.

Great class. Very helpful and interesting.

Needs some improvement to the course structure, but overall still a good class.

see question 11

Great course overall.

Tychonievich makes the course harder than it needs to be and is very unsympathetic.

I am a big fan of the way the course is run in terms of using the course website and submission process. I do wish we could ditch collab for quizzes and gradebook but I understand the technical difficulties of this. While this course was very challenging and I often cursed its name, I feel that I learned a lot and is one of the more worthwhile courses I've taken. PDR could take notes from this course.

Tychonievich took and answered questions better than any teacher I've ever had. Especially at the college level many professors/instructors are kind of condescending to the point that you're afraid to ask questions but I didn't find this to be the case with Tychonievich.

Tychonievich is brilliant. an engaging lecturer, answers questions thoroughly and efficiently. seemingly impervious to verbal abuse from students, in spite of the fact that he takes a lot of it in the anon feedback. he's quirky, but in a great way. expects the student to spend a ton of time on the course; slightly unreasonably given the average student's life, but not necessarily a failing of his. overall a difficult but very effective teacher.

When you switch to non-whiteboard windows, you should indicate in the video what you are looking at (maybe by writing it on the page being displayed), so we can follow it better when rewatching.