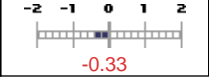
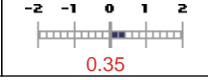


# C S 340-0001 Advanced Software Development - Spring 2009

School Of Engineering And Applied Science (402tb)

INSTRUCTORS: Sherriff, Mark (mss2x)

Respondents: 49 / Enrollment: 85

Summary: C S 340-0001 Advanced Software Development - Spring 2009 (402tb)	
<b>Overall Course Rating</b> C S-340-0001 Mean 3.65 C S-340-0001 Std Dev 1.12 C S-340-0001 Response Count 239	<b>Overall Instructor Rating</b> INSTRUCTOR: Sherriff, Mark Mean 4.43 Std Dev 0.82 Response Count 335
Difference from Category Mean, Expressed in Category Standard Deviations 	Difference from Category Mean, Expressed in Category Standard Deviations 
SEAS, 300-level courses Mean 3.97 SEAS, 300-level courses Std Dev 0.99 SEAS, 300-level courses Response Count 9821	SEAS, 300-level courses Mean 4.08 SEAS, 300-level courses Std Dev 0.99 SEAS, 300-level courses Response Count 15052

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~																																																
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<p><b>4. Do you have any suggestions/comments that we should take into account for future projects for this course?</b></p> <p>Question Type: Short Answer</p> <p>contributed by Sherriff, Mark (mss2x)</p>	<table border="1"> <thead> <tr> <th colspan="2">Results for C S-340-0001, Sherriff, Mark</th> </tr> <tr> <th>Total</th> <th>Individual Answers</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>See below for Individual Results</td> </tr> </tbody> </table>	Results for C S-340-0001, Sherriff, Mark		Total	Individual Answers	30	See below for Individual Results																																										
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<p>Don't let Sherriff come within 4 miles of them</p>																																																	

Provide a bit more early guidance with Bluetooth so that the minor project can be a bit more substantial

for the major project it seemed that the scout had more to do than the retriever. maybe this was just because i programmed the scout though.

No, I think things went well.

There should only be one project of greater difficulty rather than two- a lot of time is wasted on non-software issues like the robot hardware. There is not enough of a difference between the formal and informal presentations, doing both is redundant and robs us of valuable lab time. If each team only did one presentation, we could spend a lot more time working on the robots rather than preparing and listening to presentations.

A group shuffle would be welcome. It could go well.

Moving the blocks on the map. Not canvas floor (cardboard maybe?). Aligning is key, Light sensors a must for teams.

Don't do Trac.

Minor project was a lot of fun. Major project was difficult and vague given the available technology.

Give a robot design primer. Some facets of design, such as wheel base and robot length, were not known to me prior to the project. This could have alleviated some issues during both projects.

N/A

Project was a lot of fun, even though it was a huge amount of work.

We had to spend way more time on this project trying to deal with lejos and bluetooth problems than actually focusing on the software development process. I would think that for this class the project should be more of a software development challenge. The amount of code we actually had to write was so small that we could have done most of it in one day and good code design wasn't really necessary.

I feel there was a bit of a documentation overkill. I didn't learn as much about documentation as I learned to loathe it

Just remember what went wrong during the projects this time.

The project required too many non-software issues for a class. It was difficult to work on the project as a "software" project because of the reliance on NXT hardware, laptop setups, configurations, etc. I STRONGLY believe the goals of the course would be better achieved using a purely software project as opposed to this project with limited software. In all honesty, the end coding result for the project could be written by one person in two hours. The project took many many hours because of a steep learning curve. This opposes the idea of teaching us software development.

I felt that there were many hiccups with getting the technology to work, i.e. bluetooth on PCs. suggestion for next time, please test out this stuff or have backup. Luckily one of my teammates had a MAC.

The Project is not that hard programming-wise (Bloomfield's class was definitely harder in this respect) but it is without a doubt very time-consuming. My group has spent a large part of our weekends working on it.

The project ran into some rough spots at times, but I believe that to be more of a problem with this being the first time this project was assigned. I think the project will run more smoothly in future semesters.

**BATTLEBOTS!!!**

While I do like this project, I feel like our group has struggled to follow good software development methods for the major project because we've been working out kinks and issues with the sensors and motors every week. My suggestion would possibly be to make the minor project simpler and shorter, then give more time for the major project (but maybe with deliverables more related to functionality, such as "demo spot turning and precision moving to customers"). I feel like that would increase the likelihood of groups following and learning good software design instead of BSing reports and procrastinating.

DO NOT ALLOW setting up the bluetooth drivers to be sooooo challenging!!! That had nothing to do with this course, and was a huge headache!!! It was a hassle that should have been completely avoided!!! \*This tirade does not reflect my opinion of the course, and you will still be receiving all strongly agrees, but come on, that just sucked!!!

Find a better way to form a team. Some teams are perfectly work well together but some teams are not.

Maybe have the implementation better sought out. A lot of people had working robots for the project but ran into a lot of problems when it came to the final test day and sub-optimal setups. Like the wooden structure falling or the forge grid being bumpy and hard to keep consistent.

have a little more guidance on how to set up connections via bluetooth and Wi-Fi

~ QUESTIONS AND DETAILS ~ ~ ANSWER MATRICES ~

None.  
 No.  
 I hated the robots.  
 requiring so much documentation may hinder the progress of teams  
 Actually try it out before you assign it.

None.  
 No.  
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 Actually try it out before you assign it.

**5. During the project, how many hours per week did you dedicate specifically to project work?**  
 ~  
 Question Type: Multiple Choice  
 ~  
 contributed by Sherriff, Mark (mss2x)

Results for C S-340-0001, Sherriff, Mark						
Total	0-2 (NA)	3-5 (NA)	6-8 (NA)	9-12 (NA)	13-16 (NA)	17 or more (NA)
48	2 (4.17%)	16 (33.33%)	19 (39.58%)	8 (16.67%)	1 (2.08%)	2 (4.17%)

Results for SEAS, 300-level courses						
Total	0-2 (NA)	3-5 (NA)	6-8 (NA)	9-12 (NA)	13-16 (NA)	17 or more (NA)
48	2 (4.17%)	16 (33.33%)	19 (39.58%)	8 (16.67%)	1 (2.08%)	2 (4.17%)

**6. Which topic/lecture in this course was your favorite and why?**  
 ~  
 Question Type: Short Answer  
 ~  
 contributed by Sherriff, Mark (mss2x)

Results for C S-340-0001, Sherriff, Mark	
Total	Individual Answers
38	See below for Individual Results

The topics covered at the end of the course, involving things not directly related to the process of software development, were the most fun  
 Testing, because that's what I like to do.  
 Choosing a programming language because it is a critical part of the design process and is rarely covered in computer science classes.  
 I liked the extra topics at the end of course on HCI and what programming language to choose. I liked them because they were very relevant to problems that i actually encounter whereas the rest of the class was mostly on what some firms might do.  
 If I have to pick one ... Design Patterns It is useful for OO programming in general, while other material pertained to SWD  
 Choosing which programming language to use  
 The last one because of the Rick Rolling, also the nerdy guests from downtown Cville  
 I enjoyed design patterns and static analysis. I don't know why, but that's what comes to mind.  
 eliciting requirements, because it helped me to see that there are numerous things one has to take into consideration when designing a product in general.  
 The day the people from inova came in to talk about real life experiences switching over to agile development  
 Dunno, all great  
 Requirements elicitation- SRS documentation was my introduction to CS, the first program I wrote was in visual basic and found all the instances of the word "shall." It makes a lot more sense now that I know how important "shall" is.  
 Course Related: learning about the agile process, and having the presenters from that company. It showed me that the things we are learning are not useless. Also, Human Computer Interaction (which was a voted topic) - it was a good break from always talking about software development.  
 the discussion on choosing a programming language was interesting. Like requirements analysis, testing  
 realistically, pretty much everything after we moved past plan-driven and agile programming environments, because the tests for that material were not fun  
 Agile development because it is what we are most likely to use in real life programming.  
 UML diagrams, because they are something I see everywhere and feel like have never been explained to me before.

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Scrum, learned about interesting development method.

Requirements engineering, because everything else stems from this stage.

The last one with quizzes and candies.

Team Management

The overview of programming languages.

I really enjoyed the requirements lectures because I think it is something that is very important.

The programming languages class. It was interesting to see the uses of various programming languages.

I'm going to give you the benefit of the doubt and answer the question that makes sense in this context. "Which tenant of agile software development/inane and worthless artifact of Sherriff's experience as that new guy in the sleeveless button down and tie you listened to while you cursed yourself for not skipping was your favorite and why?" Bears as indicators of difficulty for SCRUM use cases. Those programmers are so CRAZY!

Requirement b/c we spent a lot of time on it => everything become clear.

I am not much for software development, but I guess learning about event driven programming from the Wiimote was cool.

The requirements engineering portion of the course was most appealing to me because I believe it is a crucial part of successful software development and how it's application is not limited to just the software developing world.

Agile development, lots of immediate practical applications.

To be honest, the lecture material is pretty boring. However, Sherriff does a good job at making lectures both educational and entertaining.

I enjoyed the lecture given by the employees from Inova. It was a very good example of how the concepts and methodologies we were learning in class translate to real software development companies.

HCI - because the class is not offered often enough

They were all rather good and interesting. I rarely ever found myself bored.

HCI, programming languages, all the last lectures were interesting

None. They were all boring

The lecture on human interfaces was kinda cool. I was uncertain about some conventions that are associated with human interfaces.

I enjoyed learning about design and wished we had spent more time on it.

SCRUM, agile development.

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

Question Type: Short Answer

contributed by Sherriff, Mark (mss2x)

Results for C S-340-0001, Sherriff, Mark	
Total	Individual Answers
39	See below for Individual Results

The design pattern lecture taught some new concepts I had not been exposed to (at least, not explicitly).

Design and Requirements

Requirements. From the experience, I strongly agree that most customers do not really know what she/he wants. Learning different elicitation techniques that are being used out there was a good knowledge to learn to.

The topic on the different software development methodologies will benefit me a great in the future because I feel that it is important to know what kind of environment you work well in so that you can work efficiently with the least amount of stress.

Very few classes cover requirements. I expect this to be the most useful in the future because it is such a critical part of the design process.

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

Requirements modeling / Risk assessment

Use Cases, SRS, User Stories. Likely to be used at future jobs.

Again, probably UML diagrams, cause now I know what they mean!

learning not just about how to pick the right language but learning about other languages in general. like a hello world lab of different languages

Requirements engineering - This seems like something people get paid a lot to do.

Dunno

Probably the whole agile vs. planned environments topic.

General teamwork and project management stuff

uhhhh... The second to last course on programming languages...

testing methods, especially the collaborative ones like code reviews

Don't know

agile development

learning about use cases and SRS and userstories feels like it will be useful in the future if the firm we work for employs those methods.

Not applicable

Team Management

Requirements. If we do not know how to elicit those properly, we will not be able to create the system that the customer wants.

Testing

Design patterns.

Agile programming.

I found project retrospectives to be a useful concept.

Agile vs. plan-driven

How to work in Agile and Plan Driven environments.

the descriptions of the planned and agile environments as i can now say i have some idea what these two formerly foreign topics mean.

Choosing between agile and planned-driven development.

Software development methodologies

Any of the lectures that dealt with extreme programming. I see myself using that in the future.

Requirements.

Requirements engineering

All of the software development process will be very valuable in the future, and the lecture where the software developers came in and talked to us about their work and methods

Requirements engineering and solicitation

Design documents.

eliciting requirements

really all the lectures that dealt with documents

all of the documents lectures

~ QUESTIONS AND DETAILS ~

~ ANSWER MATRICES ~

**8. 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 Sherriff, Mark (mss2x)

Results for C S-340-0001, Sherriff, Mark

Total	Individual Answers
35	See below for Individual Results

learning to use lejos

not sure

The one where we went around and looked at everyone's index cards on the walls

Nothing that I see...

I liked them all.

None

The first retrospective.

Too much time was spent on requirements, I feel like that topic was lectured on ad nauseum.

Risk management

the amount of documentation for the minor and major projects

The couple weeks of documentation after Spring Break were really detrimental to getting our work done. We did not meet many of our objectives during this period as a result of having to reallocate our resources towards documentation.

I can't think of any.

Agile development. I personally prefer plan-driven methodologies, and I feel agile was just shoved down my throat.

I do not feel like there were any non-useful topics in this course. I feel like all the topics we touch upon was important and relevant some way or another.

I think that everything discussed will come up, in varying degrees, in the future, albeit some more than others.

Not sure yet.

-

did not really like uml and design patterns...but probably useful

I don't think software development in general is useful

Static analysis didn't seem terribly useful. While the basic idea is important and used in the field; I somewhat doubt that most of us will extensively use matrices to analyze our code development.

none

none

UML diagrams

All were good.

01/13 1. Welcome to CS340 - HW1 and Lab0 Avail. - Lab1 for Mon Lab CP: Intro MEC 205 01/14  
 2. What is a Process? - Lab1 for Wed Lab CP: Intro MEC 205 01/19 MLK Holiday - No Class or Lab  
 01/21 3. What is a Process? - HW1 and Lab0 Due - No Lab CP: Survey of Plan Driven NONE 01/26  
 4. Team Management CP: Survey of Agile OLS 001 01/28 5. Team Management OLS 001 02/02  
 6. Requirements Engineering CP: Requirements Engineering MEC 205 02/04 7. Requirements  
 Engineering CP: Requirements Engineering MEC 205 02/09 8. RE / Risk Management CP: RE /  
 Risk Management MEC 205 02/11 9. Risk Management CP: Risk Management MEC 205 02/16  
 10. Quiz 1 MEC 205 02/18 11. Process vs. Risk MEC 205 02/23 12. Process vs. Risk OLS 001  
 02/25 13. Project Retrospectives OLS 001 03/02 No class - Spring Break 03/04 No class -  
 Spring Break 03/09 14. Major Project Explanation MEC 205 03/11 15. Software Architecture  
 MEC 205 03/16 16. Agile Guest Speakers CP: Agile Requirements MEC 205 03/18 17. Software  
 Architecture MEC 205 03/23 18. Test 2 OLS 001 03/25 19. Design OLS 001 03/30 20. Design  
 Patterns OLS 001 04/01 21. Verification and Validation OLS 001 04/06 22. The Requirements  
 Change MEC 205 04/08 23. Automated/Mutation Testing MEC 205 04/13 24. Static Analysis  
 OLS 001 04/15 25. Static Analysis OLS 001 04/20 26. Voted Topic 1 OLS 001 04/22 27. Voted  
 Topic 2 OLS 001 04/27 28. Course Review NONE 05/05 Final Exam - 9:00AM

While I think I will learn the most from the design pattern lecture, the lecture itself did not seem very sufficient. Perhaps spending more time on the concepts, or focusing on aspects of idea, will do it more justice.

Most of them

None.

None.

Many topics had already been covered in classes such as 201 and therefore seemed redundant and not very interesting.

I abstain...

Presentations did not seem to teach exactly what they should have in my mind.

They're all pretty applicable

I suppose I understand the reasons for all the documentation we were required to write, but I definitely found we were producing quantity words and not quality specs (I spent a whole internship writing silly project documentation and wondering where or when I would be given a team to execute with; so if this was meant to simulate the real world then it definitely succeeded :-)).

Anything specifically belonging to a specific development process, like how a SCRUM team is organized and how they run their meetings. Every work place uses a slightly different process, and no one expects new hires to know exactly how that particular process works, so why waste time learning a process that we will either learn again at orientation or never use at all?

**9. How accurate is this statement for you if you used the podcasts from this class: Podcasts were useful to catch up on material that I missed due to absences.**

Question Type: Likert

contributed by Sherriff, Mark (mss2x)

Results for C S-340-0001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	3.75	0.79	3 (6.25%)	10 (20.83%)	6 (12.50%)	1 (2.08%)	0 (0.00%)	28 (58.33%)

Results for SEAS, 300-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	3.75	0.79	3 (6.25%)	10 (20.83%)	6 (12.50%)	1 (2.08%)	0 (0.00%)	28 (58.33%)

**10. How accurate is this statement for you if you used the podcasts from this class: The podcasts were useful to review material that I was unclear on.**

Question Type: Likert

contributed by Sherriff, Mark (mss2x)

Results for C S-340-0001, Sherriff, Mark

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
47	3.50	0.89	2 (4.26%)	8 (17.02%)	9 (19.15%)	0 (0.00%)	1 (2.13%)	27 (57.45%)

Results for SEAS, 300-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
47	3.50	0.89	2 (4.26%)	8 (17.02%)	9 (19.15%)	0 (0.00%)	1 (2.13%)	27 (57.45%)

**11. How often did you listen to the podcast for a lecture?**

Question Type: Multiple Choice

contributed by Sherriff, Mark (mss2x)

Results for C S-340-0001, Sherriff, Mark

Total	Every lecture (NA)	Nearly every lecture (NA)	Whenever I needed to review a topic (NA)	Only when I missed a class (NA)	Randomly just to see what it was like (NA)	Never (NA)
48	0 (0.00%)	0 (0.00%)	3 (6.25%)	9 (18.75%)	4 (8.33%)	32 (66.67%)

Results for SEAS, 300-level courses

Total	Every lecture (NA)	Nearly every lecture (NA)	Whenever I needed to review a topic (NA)	Only when I missed a class (NA)	Randomly just to see what it was like (NA)	Never (NA)
48	0 (0.00%)	0 (0.00%)	3 (6.25%)	9 (18.75%)	4 (8.33%)	32 (66.67%)



~ QUESTIONS AND DETAILS ~

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**12. How accurate is this statement for you: I am more likely to try Cheerwine the next time I see it because of this class.**

Question Type: Likert

contributed by Sherriff, Mark (mss2x)

Results for C S-340-0001, Sherriff, Mark								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
48	3.25	1.36	11 (22.92%)	11 (22.92%)	12 (25.00%)	7 (14.58%)	7 (14.58%)	

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	
48	3.25	1.36	11 (22.92%)	11 (22.92%)	12 (25.00%)	7 (14.58%)	7 (14.58%)	

**13. The subject matter was challenging.**

Question Type: Likert

contributed by Dean of the School of Engineering and Applied Science

Results for C S-340-0001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	3.62	1.02	10 (20.83%)	18 (37.50%)	13 (27.08%)	6 (12.50%)	1 (2.08%)	0 (0.00%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1968	4.13	0.81	672 (34.15%)	970 (49.29%)	229 (11.64%)	78 (3.96%)	10 (0.51%)	9 (0.46%)

**14. 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-340-0001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	4.11	0.96	18 (37.50%)	21 (43.75%)	4 (8.33%)	3 (6.25%)	1 (2.08%)	1 (2.08%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1964	4.05	0.90	636 (32.38%)	960 (48.88%)	221 (11.25%)	112 (5.70%)	30 (1.53%)	5 (0.25%)

**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 C S-340-0001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	3.50	1.27	11 (22.92%)	19 (39.58%)	5 (10.42%)	9 (18.75%)	4 (8.33%)	0 (0.00%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1960	3.91	1.06	591 (30.15%)	919 (46.89%)	204 (10.41%)	142 (7.24%)	96 (4.90%)	8 (0.41%)

**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 C S-340-0001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
47	3.67	1.12	9 (19.15%)	24 (51.06%)	5 (10.64%)	5 (10.64%)	3 (6.38%)	1 (2.13%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1961	4.11	0.93	706 (36.00%)	800 (40.80%)	195 (9.94%)	98 (5.00%)	36 (1.84%)	126 (6.43%)



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**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 C S-340-0001								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	3.28	1.06	3 (6.25%)	16 (33.33%)	14 (29.17%)	3 (6.25%)	4 (8.33%)	8 (16.67%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
1968	3.61	1.14	355 (18.04%)	665 (33.79%)	309 (15.70%)	169 (8.59%)	113 (5.74%)	357 (18.14%)

**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 C S-340-0001, Sherriff, Mark								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	4.29	0.82	21 (43.75%)	23 (47.92%)	2 (4.17%)	1 (2.08%)	1 (2.08%)	0 (0.00%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2150	4.02	1.03	794 (36.93%)	884 (41.12%)	225 (10.47%)	178 (8.28%)	59 (2.74%)	10 (0.47%)

**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 C S-340-0001, Sherriff, Mark								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	4.58	0.74	32 (66.67%)	14 (29.17%)	1 (2.08%)	0 (0.00%)	1 (2.08%)	0 (0.00%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2149	4.46	0.73	1212 (56.40%)	761 (35.41%)	113 (5.26%)	31 (1.44%)	16 (0.74%)	16 (0.74%)

**20. 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-340-0001, Sherriff, Mark								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	4.56	0.77	32 (66.67%)	13 (27.08%)	2 (4.17%)	0 (0.00%)	1 (2.08%)	0 (0.00%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2155	4.27	0.90	1026 (47.61%)	805 (37.35%)	171 (7.94%)	88 (4.08%)	37 (1.72%)	28 (1.30%)

**21. 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-340-0001, Sherriff, Mark								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	4.47	0.59	23 (47.92%)	20 (41.67%)	2 (4.17%)	0 (0.00%)	0 (0.00%)	3 (6.25%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2147	4.01	0.96	689 (32.09%)	802 (37.35%)	355 (16.53%)	80 (3.73%)	51 (2.38%)	170 (7.92%)

~ QUESTIONS AND DETAILS ~

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**22. The grading policy was fair.**  
 ~  
 Question Type: Likert  
 ~  
 contributed by Dean of the School of Engineering and Applied Science

Results for C S-340-0001, Sherriff, Mark								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	4.25	1.00	24 (50.00%)	18 (37.50%)	1 (2.08%)	4 (8.33%)	1 (2.08%)	0 (0.00%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2153	3.92	0.95	584 (27.12%)	1013 (47.05%)	320 (14.86%)	141 (6.55%)	48 (2.23%)	47 (2.18%)

**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 C S-340-0001, Sherriff, Mark								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
47	4.64	0.53	31 (65.96%)	15 (31.91%)	1 (2.13%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2147	4.14	0.93	839 (39.08%)	923 (42.99%)	199 (9.27%)	88 (4.10%)	54 (2.52%)	44 (2.05%)

**24. 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-340-0001, Sherriff, Mark								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
48	4.23	1.06	26 (54.17%)	12 (25.00%)	7 (14.58%)	1 (2.08%)	2 (4.17%)	0 (0.00%)

Results for SEAS, 300-level courses								
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2151	3.73	1.19	675 (31.38%)	677 (31.47%)	430 (19.99%)	206 (9.58%)	137 (6.37%)	26 (1.21%)

**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 C S-340-0001					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
48	0 (0.00%)	11 (22.92%)	21 (43.75%)	8 (16.67%)	8 (16.67%)

Results for SEAS, 300-level courses					
Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
1964	83 (4.23%)	637 (32.43%)	753 (38.34%)	289 (14.71%)	202 (10.29%)

**26. I learned a great deal in this course.**  
 ~  
 Question Type: Likert  
 ~  
 contributed by Office of the Provost

Results for C S-340-0001							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
48	4.17	0.91	20 (41.67%)	19 (39.58%)	7 (14.58%)	1 (2.08%)	1 (2.08%)

Results for SEAS, 300-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1953	4.00	0.92	596 (30.52%)	949 (48.59%)	261 (13.36%)	104 (5.33%)	43 (2.20%)

~ QUESTIONS AND DETAILS ~

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**27. Overall, this was a worthwhile course.**

Question Type: Likert

contributed by Office of the Provost

Results for C S-340-0001							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
48	4.33	0.97	27 (56.25%)	14 (29.17%)	5 (10.42%)	0 (0.00%)	2 (4.17%)

Results for SEAS, 300-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
1959	3.96	1.01	635 (32.41%)	872 (44.51%)	257 (13.12%)	133 (6.79%)	62 (3.16%)

**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 C S-340-0001, Sherriff, Mark							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
48	4.35	0.76	22 (45.83%)	23 (47.92%)	2 (4.17%)	0 (0.00%)	1 (2.08%)

Results for SEAS, 300-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2136	4.11	0.81	693 (32.44%)	1106 (51.78%)	241 (11.28%)	73 (3.42%)	23 (1.08%)

**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 C S-340-0001, Sherriff, Mark							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
48	4.40	0.64	23 (47.92%)	21 (43.75%)	4 (8.33%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 300-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2151	4.02	0.91	718 (33.38%)	924 (42.96%)	389 (18.08%)	79 (3.67%)	41 (1.91%)

**30. Overall, the instructor was an effective teacher.**

Question Type: Likert

contributed by Office of the Provost

Results for C S-340-0001, Sherriff, Mark							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
48	4.48	0.85	30 (62.50%)	14 (29.17%)	2 (4.17%)	1 (2.08%)	1 (2.08%)

Results for SEAS, 300-level courses							
Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2156	3.97	1.06	772 (35.81%)	870 (40.35%)	287 (13.31%)	137 (6.35%)	90 (4.17%)

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

Question Type: Short Answer

contributed by Office of the Provost

Results for C S-340-0001	
Total	Individual Answers
21	See below for Individual Results

overall the requirements/grading for the class were dynamic throughout the course until the last week however the final grading system was incredibly fair. this course was a lot of fun programming robots and the professor is very knowledgeable/friendly and helpful. i would highly recommend this course and professor to anyone looking to take a 300 level CS class. great job professor sherriff

Prof. Sherriff is one of my favorite professors. I've had him for two courses and I would encourage anyone to take his class. He makes lectures interesting and worthwhile to go to.

The grading on certain assignments seems capricious at times.

All that documentation seemed like busywork.

This was a very tough course because the project was more or less a crash-course with new material and it was ever-changing as each team found strengths and weaknesses of the Lego Mindstorm robots and the Bluetooth capabilities. I learned a great deal about software development and got to make a really cool robot along the way. I would recommend this class to anyone who sees themselves doing programming in their job at any point.

Mark Sherriff is the man. Give him a raise.

Selecting courses in the CS department is like walking through a minefield of idiots. Unfortunately sometimes you're called on to perform a service to your country and your sense of honor and duty (haha, poop) and whatnot tickles your conscience until you man up and take a ride on the cripple train/fulfill your degree requirements. I'll be honest, it hurts a inside to be this mean since it feels a little bit like making fun of the autistic kid on the playground, but you know, maybe they deserve it too sometimes. Its hard to believe that this is somehow considered equivalent to the cs capstone given the utterly pointless lecture content, outed for the Richard Stallman award in mindless grandstanding only by the student presentations, which seem to function as Sherriff's training program to indoctrinate students into the secret cult of vapidty which meets weekly in the cavernous space where his brain would reside under normal anatomical conditions. Though I must admit I did learn a great deal from his penetrating inquiries into why a certain woefully lost group of students organized their use case diagram around their robot and control laptop rather than threads of execution, and I have no doubt I will carry the wisdom I gained during this line of questioning well into my professional career. That being said, the projects were organized well and quite useful. Just kidding, just kidding, they were awful. Heres a list of everything we had to rely on Sherriff on for the projects: The Bluetooth dongle (haha, dongle), the "crater," and the "forge." (lawl, I forged your crater with my dongle). Heres a list of everything that went to shit and the students had to deal with. The Bluetooth dongle (lol, dongle), the crater, the forge, my sense of moving towards a worthwhile goal in college, etc. Out of all the valuable lessons to be learned about software development and team organization we discover firsthand the foibles of pursuing widespread technology without standardization through Bluetooth. Our team organization boils down to one person writing code, since he has the only laptop which actually connects to the reluctant object of Sherriff's sexual attention known as the NXT Robot. Fortunately, this configuration balances well since the other three members of the group are busy furiously evaluating the critical risks our corporation faces in the reliability of the Olsson basement electrical grid for our weekly TPS report. Fuck Cheerwine.

Thought it was great!

The lectures and the project had little to no relevance to each other

See you in your fall class. :D

There were no slides in this class...I am a visual learner.

None.

The triumvirate of Bloomfield, Horton, and Sherriff should stage a coup and rule the CS Dept! (or not, because then they would be too busy to teach classes.)

Sherriff, despite his many quirks, is a great teacher. I think the class was awful, the project was poorly designed and had often unintended arbitrary difficulties. He taught well, despite the subject material being useless. Software development does NOT need multiple classes to teach CS students. Only like 8% of graduating CS majors actually do real software development.

SERIOUSLY!!! Sort out the bluetooth drivers! That sucked!!! \*This tirade does not reflect my opinion of the course, and you will still be receiving all strongly agrees, but come on, that just sucked!!!

Spectacular class. The work load was massive, especially for a 3 hour class, but I learned more than I have in any other class at UVA. It seemed that within each project group, some people did huge amounts of work and others did very little. I'm not sure if there's a way of fixing that on the instructor's end, but it's worth mentioning.

N/A

Great class. I'm very glad I took with professor Sherriff as he made all the lectures interesting and fun to participate in. I felt like he also was able to answer pretty much any questions that were thrown at him or if he didn't know I feel like he had very good educated guesses.

It was a fun class. :-)

Excellent class.

thanks for another great semester! your enthusiasm continues to make cs enjoyable!