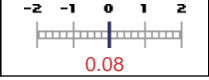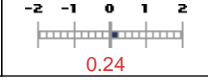# CS 2190-001 **Computer Science Seminar I** - Spring 2015

ENGR (17221)

INSTRUCTORS: **Tychonievich, Luther (lat7h)**

Respondents: 58 / Enrollment: 134

Summary: CS 2190-001 Computer Science Seminar I - Spring 2015 (17221)

Overall Course Rating

CS-2190-001 Mean 4.09
CS-2190-001 Std Dev 0.86
CS-2190-001 Response Count 288

Difference from Category Mean, Expressed in Category Standard Deviations	-2 -1 0 1 2
	0.08

SEAS, 2000-level courses Mean 4.02
SEAS, 2000-level courses Std Dev 1.01
SEAS, 2000-level courses Response Count 14909

Overall Instructor Rating

INSTRUCTOR: Tychonievich, Luther
Mean 4.44
Std Dev 0.68
Response Count 403

Difference from Category Mean, Expressed in Category Standard Deviations	-2 -1 0 1 2
	0.24

SEAS, 2000-level courses Mean 4.21
SEAS, 2000-level courses Std Dev 0.93
SEAS, 2000-level courses Response Count 21524

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

1. How accurate is this statement for you: After taking this class, I have a better appreciation for Computer Science.

~
Question Type: Likert
~
contributed by Tychonievich, Luther (lat7h)

Results for CS-2190-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
58	4.16	0.87	23 (39.66%)	24 (41.38%)	9 (15.52%)	1 (1.72%)	1 (1.72%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
58	4.16	0.87	23 (39.66%)	24 (41.38%)	9 (15.52%)	1 (1.72%)	1 (1.72%)

2. Which topic/lecture in this course was your favorite and why?

~
Question Type: Short Answer
~
contributed by Tychonievich, Luther (lat7h)

Results for CS-2190-001, Tychonievich, Luther

Total	Individual Answers
56	*See below for Individual Results*

The technical interviewing lecture was great due to the applications and interactive nature.

Last day - because Luther Professor T. is one of the most interesting people I have come in contact with. Simply listening to him talk about what he wants to talk about is a treat.

I enjoyed the technical interviewing panel

Connelly Barnes: I love using photoshop and also I'd been wanting to learn more about the computer science side of computer graphics   AI and machine learning -- Jane Qi's grad students: inspired me to try to do AI research here at UVA

Several presentations on faculty research projects

I liked doing the strong interest inventory and discussing the results, because I like personality-type tests and talking about myself.

Entrepreneurship. It's what I'm destined to do and I got more out of that lecture than every other lecture in every other class combined this semester.

I thought learning about the ongoing research at UVA was interesting. Even if you aren't personally interested in joining a research group, it is cool to see what nifty things are going on the in the department.

Bro T giving us life advice.

I really enjoyed the entrepreneurship panel. The panel members were engaging, gave actionable steps and caught my interest.

The class on careers were very interesting because I got results I was not expecting.

Entrepreneurship - It's something I'm already very interested in and it was great to listen to the presenters.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	I really enjoyed it when Professor Qi had her students give a presentation on their undergraduate research. Why? Listening to what other people's research topics were helped me visualize what I want to do my research on, *and* I really like ML to begin with. :)
	Connelly Barnes's lecture on computer graphics or Wes Weimer's lecture on graduate school, because both were interesting and relevant to me.
	The entrepreneurship one. I felt like it was the most realistic endgame for CS.
	Grad School, it had the most I didn't already know about
	Discussing the option of continuing education. It was really nice to get an overview from other professors about what that is like.
	I really liked the lecture about computer graphics because it was entertaining and interesting. I'm more interested in how to use CS for visual effects, and so I thought this was pretty useful.
	The panel of the entreprenuers because it made me think about what I wanted to do with my future.
	Technical interviewing prep: showed me I had more prep to do in that area than I expected.
	entrepreneurship - life does not have to be a constant struggle to incrementally climb a ladder.
	I liked the entrepeneurship board. It was a very interesting way to introduce a different aspect of being in the computer science major and jobs as a whole. Being able to talk with and ask questions to people who obviously knew what they were talking about was very helpful and a good learning experience.
	CS Interview Coding Puzzles were fun
	The start-up panel because they gave the best advice.
	technical interviews - it was really helpful to see the kinds of problems we might be presented with in a job interview and I appreciated that they forced us to participate rather than just lecturing at us
	Tough one. I'd say entrepreneurship but I knew a decent amount of what they were saying anyhow. I'll go with image manipulation. It was well presented.
	Research about machine learning - this is the type of computer science that is most interesting to me.
	A lot of the guest lectures were great, it was nice hearing about he different research opportunities from faculty. The entrepreneurship panel was also interesting.
	Technical interviewing because it felt the most useful. But the class about grad school also gave me a lot to think about, and I'm gad that option was discussed in class.
	The talk about entrepreneurship was very interesting
	business
	Smart homes. I thought it was the most interesting.
	Technical interviewing
	The one About the graphical algorithms and machine learning
	The entrepreneurs because they seemed to be the most excited about their work.
	The last lecture in which we could ask anything. It is rare that we get the opportunity in class to find out anything we request. I always appreciate hearing life advice from my professors.
	Entrepreneurship- The guest lecturers were engaging and entertaining, and I was very interested in the subject matter.
	Entrepreneurship because the presenters were very enthusiastic about what they do and really encouraged free flow of ideas
	Research topics (e.g. Hongning Wang, Connelly Barnes)
	The lecture on entrepreneurship. I had already taken a class on entrepreneurship, but those speaking were interesting.
	The Graduate school one, it clarified a lot of things for me. I also enjoyed the various professors speaking about their reaearch.
	The last one. The AMAs are always fun
	The one with the guy that was an excellent public speaker that I believe was about graduate school.
	I most liked the lecture on mining Big Data. It was hilarious.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The graduate school lecture, I just thought Wes was a captivating speaker.

I appreciated the job preparation lecture, because I feel like interviewing is definitely a useful skill to learn. I also appreciated a few of the professor talks and the Entrepreneurship Panel.

I liked the technical interview lecture. The programming question were fun little brain teasers.

Smart Homes - related to sustainability, guest speaker was interesting

The presentation on Machine Learning was my favorite, as I am very interested in that field myself. It was nice to see what the students were actually doing with their knowledge and coursework.

The career assessment, because I think it's fun taking personality quizzes.

I really enjoyed the entrepreneurship lecture, mostly because the two men on the panel had very strong, different personalities and interesting life experiences to share.

Artificial Intelligence and machine learning, but I really enjoyed every lecture. I really enjoyed the lecture on these because it's an area where so many disciplines come together to produce a final product that is quite amazing and showcases how far computing has come.

Lecture on Grad School

There was a guest lecturer toward the end that talked about computer graphics and Photoshop algorithms, and that was really interesting since it's the sort of visual based stuff you don't often see in the CS major regular classes.

I enjoyed Wes Weimer's presentation on grad school and where we should think of heading after graduation. He was very enthusiastic and engaging in his presentation

Weimer's lecture on the various level of CS degrees one can earn and what their life-long implications are. This information will help me decide how long to pursue CS in academia after I graduate. |
| **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-2190-001, Tychonievich, Luther |

Total	Individual Answers
56	*See below for Individual Results*

| | I enjoyed the Big Data/Information Retrieval lecture. It surprised me and I'm going to take the special topics course next semester. It may be useful.

Learning about research, as well as general life advice from Prof. T.

Entrepreneurship.

The interview tips for CS jobs

The lecture that discussed various post-undergrad options was very helpful. I didn't realize that an accelerated master's program was an option until after I took the class, and now that's my main plan for after I graduate.

The lecture on technical interviews will help me the most in the future.

The lecture on technical interviewing

The technical interviewing lecture gave me insight into what I may see in future job interviews.

Bro T giving us life advice.

Discussion of graduate education

Grad School - it's nice to finally know how it works

The post-grad opportunities were definitely informative, as well as the various projects that the professors in the department have worked on.

Probably the lectures regarding grad-school and post-bachelors planning. Also the lectures about coding interviews.

Probably the one one interviews and the ones where we talked about potential career paths (grad school, entrepreneurship, etc.)

Connelly Barnes's lecture on computer graphics or Wes Weimer's lecture on graduate school, because both were interesting and relevant to me. |

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Wes Weimer's talk on grad school because he was by far the best speaker and the material was directly relevant.
	Entrepreneurship- I am now thinking about getting more involved in the business and entrepreneurship side of CS.
	The presentations on faculty research projects
	Ethics of computing.
	Professor T.'s discussion on CS as a discipline.
	Weimer's lecture was most useful because it was the most relevant to us and helped us to make decisions on what we want to do after graduation.
	The lecture with Douglas Muir, the 2011 grad, and the 4th year student was the most applicable. I want to potentially go into the business side of CS and their perspectives were very valuable.
	I think the lectures on computer science research, how to do technical interviews, the ACM code of ethics explaining what is expected of computer scientists, and the ones that talked about what to expect from a career in CS.
	entrepreneurship
	The discussion about start-ups. It really helped me to form an opinion about whether or not I'd like to participate in one any time soon.
	Technical interviewing prep
	Not to sound too repetitive, but technical interviewing.
	the last one
	I'm probably going for a 5 year masters as a result of this course.
	The interview lectures
	technical interviews lecture. the strong interest inventory analysis was also useful.
	I guess the startup one. There was some good practical advice in there.
	Technical interviewing
	The one About the graphical algorithms and machine learning
	Professor Tychonievich's Question and Answer session. Our professor offered a wealth of advice about topics such as "listening better," which will be useful in everyday life.
	The entrepreneurship panel and grad school talk
	The lecture on the masters program.
	Ethics of the profession
	Sherriff's education one made becoming a professor sound fun!
	The technical interviewing was a good lecture. I found it was very applicable to second years and I appreciated it a lot.
	Wes's talk on graduate school
	The data retrieval topic.
	Entrepreneurship Day b/c they were entertaining
	Ethics lesson
	The one about grad school.
	The lecture on graduate school.
	The technical interview topic
	Qi's (as above). I want to do research in ML as a career, so having that information will be good for the future.
	I think that the lecture where we had example problems for technical interviews definitely helped to lay the groundwork for future potential endeavors in the field. I definitely feel like I learned quite a bit about the interview process that I had not known previously during that lecture.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The grad school information session wil be helpful to me when making decisions for the future
	Probably either Professor Sherriff's or Professor Barnes's lecture.
	Grad School, I have to make that decision soon
	Not really sure, I guess practically speaking the technical interview lecture material.
	The ones that talk about the future(graduate, interview, career, entrepreneurship)
	The lecture on whether to attend grad school or not.
	Smart homes.

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-2190-001, Tychonievich, Luther	
Total	Individual Answers
50	*See below for Individual Results*

I found the ACM code of ethics a bit self-evident/boring

I don't think there was any lecture that "did not work." I found them all very useful, even if I did not enjoy every one of them to the same degree. It was just personal preference. I enjoyed the CS commerce panel, but I don't know if I will be able to use that in the future because I don't think I have entrepreneurship in me.

Some of the guest lecturers were too far into their studies that I was not really able to understand what's going on.

The "ask me anything" lecture, as enjoyable as it was

some of the lectures about uva art stuff and random work we can do with them.

I feel like the personality/job test thing was possibly one of the most useless things ever. It seemed like one of those questionarres you find in a magazine that tells you how close you are to celebrity or something like that. I may be biased on the subject, but I feel like all personality/aptitude tests are pretty much a load of crock and people should definitely take those things with a grain of salt. The results didn't help me whatsoever and I feel like their placing of people into 5 categories is one of the most ridiculous things. I personally suggest not to continue doing it, but I realize that will probably not happen.

I think for me the STRONG test was least helpful. Not because I think the test is useless, but it didn't tell me anything new that I hadn't already figured out through trial and error and generally exploring my interests.

One lecture presentation which was more like a history or archaeology lecture.

Some of the professors talking about their research on a higher level was not as interesting with my limited knowledge

A lot of the research just seemed like people talking about their research projects without really showing me why I should care.

I think it was Worthy Martin's lecture that I found the most boring, but I don't know that it was not useful.

The lecture on technical interviews. Instead of discussing how to go about an interview, a vast majority of the class was wasted on multiple technical problems instead of simply using one as a example and moving on.

Didn't really understand the purpose of Mark Sherrif's overview of his responsibilities as a professor at UVA

Lectures that "didn't work" for me were usually ones that I felt didn't capture my attention. I think that's more influenced by the presenter than the material discussed. I can't quite give a very good answer.

I was able to find some use in all of them. Maybe my least favorite were the days when a professor would just come in and talk about their research. If it's a topic I wasn't particularly interested in, the lecture felt kind of dull, but I still saw the value of learning about what they were up to.

The rest

N/A

N/A

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The one about smart buildings. That one was a snoozer
	none.
	The career service packet thing that told you what jobs were most compatible.
	The career assessment was kind of random honestly.
	Personally, the survey for Career Services just "did not work" for me. While it was interesting, I just was not the type of student who was able to take any new information away from it. Though I'm sure other students thought it was ueseful, I was not one of them.
	Some very specific research lectures that were uninteresting
	That lecture with the fourth year students and their research. Quite dull and pointless.
	It varied from day to day, but Professor Horton's lecture on ACM ethics seemed redundant.
	They were all pretty relevant.
	Some of the research presented I didn't see as useful personally, but this is just my personal opinion.
	None of these lectures can help me at all, except insofar as they convince me to study those topics further. Which they all, except for Information Retrieval, utterly failed to do.
	The interest inventory thing was pretty much useless to me because I'm confident that I'm studying the right thing; however I'm a third year and maybe it was more useful to second years.
	I didn't really find the super specific techincal topic lectures particularly helpful or useful to me
	I did not find the career center talk particularly useful. Would have liked to see a panel of interns or students with accepted job offers instead.
	I can't think of any.
	The Worth Martin lecture.
	None
	None
	The classes on the Strong Interest Inventory, though this is most likely because I already have a good grasp of my personality and interests.
	There was one earlier in the semester about the history of charlottesville which did not make much sense in the context of the class
	I didn't like the CECD weeks. I have never found career aptitude tests to tell me anything I didn't already know. I know the idea is that such a test could inform you of careers you never thought of, but I think that most people have a pretty good handle on the types of careers in which they'd be interested. (Note: I'm saying "only one or two topics" should be in a *required* course because I believe that a survey course shouldn't be a *required* course but rather something that could be an elective. I'd love to see a whole class on CS ethics, though--I think that Tychonievich could teach a really awesome course fusing CS and ethics.) :-)
	Technical Interviewing workshop took too long to complete
	I cannot specify all of them because I do not remember the speakers names but there were a handful of very un-engaging speakers at points throughout the semester and I just tuned out those lectures if I am being honest. (Sometimes speakers that were hard to understand.) Also the career services lady that made us take the personality quiz, that was not helpful to me.
	uhh
	I think all of them served a purpose. To expose us to the different topics of computer science so I thought all were nice.
	I did not like the lecture by the two professors that talked about what they were doing in the field.
	The career assessment assignment.
	Asking Tychonevich questions - what was the point? He gave out pointless and banal answers, which didn't contribute much to how the students perceived computer science or life in general.
	A lot of the guest lecturers talking about their research didn't seem to talk about how undergrads could get involved with it, which I though was kinda the point.
	The career service talk at the beginning was kind of pointless. The philosophy and ethics stuff was interesting, but I feel like it's really hard to do anything interesting in ethics and philosophy in one 50 minute section.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

The self-assessment test (forget the name) that classified one's interests

Some of the research talks.

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5. 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-2190-001, Tychonievich, Luther

Total	All (NA)	All but one or two topics (NA)	A majorty (NA)	About half (NA)	A minority (NA)	Only one or two topics (NA)	None (NA)
57	14 (24.56%)	19 (33.33%)	8 (14.04%)	6 (10.53%)	4 (7.02%)	5 (8.77%)	1 (1.75%)

Results for SEAS, 2000-level courses

Total	All (NA)	All but one or two topics (NA)	A majorty (NA)	About half (NA)	A minority (NA)	Only one or two topics (NA)	None (NA)
57	14 (24.56%)	19 (33.33%)	8 (14.04%)	6 (10.53%)	4 (7.02%)	5 (8.77%)	1 (1.75%)

---

6. What would you suggest we change about this course in the future?
~
Question Type: Short Answer
~
contributed by Tychonievich, Luther (lat7h)

Results for CS-2190-001, Tychonievich, Luther

Total	Individual Answers
49	*See below for Individual Results*

Wasn't a fan of some of the group activities because most people couldn't care less about them.

I think there should be more discussion about ethics of computing.

Better time slot, which I know is difficult. I just didn't like going in the late afternoon

I'd like to spend some more time in class discussions regarding ethical practices for CS students. Particularly in the context of Snowden and the NSA, there is a *lot* of discussion that could take place on ethics and CS. (We don't need to say a particular choice is the "right" one, but I think discussion would be beneficial.)

Try to get the research presenters to bring it around to how it impacts me as a CS student. It is interesting I guess, but I'm not here to validate your thesis and why it's interesting.

Make the guest lecturers more useful to SECOND years specifically. All of them definitely had interesting information to present, but some lecturers were too much for me.

Perhaps add reminders about due dates for the papers, as they do not seem to coincide with the material and sort of came out of the blue and many people forgot the due dates.

Although I know this might be impractical, I did wish that presenters would have had more time to finish presenting their topics in detail. A lot of times they seemed rushed.

Pretty much nothing. Great class.

Not much, it was pretty good

Don't require it. Some of the stuff was interesting, but most of it just seemed to be a waste of time.

The course felt very "show up and listen". There wasn't much to do regarding it. As such, I felt incredibly low on the priority list. Not to advocate more assignments, I feel that the course would be better with an increased amount of outside engagement. Otherwise, students will treat it as a gut.

Remove the career survey.

Not much, it's a good class.

Maybe get rid of the career assessment? When I was taking this, it was the end of my second year. By this point, most people already have an idea of what they want to do and have a reason for choosing CS. Maybe talk about other opportunities after graduation as well, such as work, interviews, internships etc.

Almost everything seemed useful enough, besides my complaints in the previous section.

Nothing

Nothing

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Give professor T. more freedom to just talk to us about things he finds cool - his talks were 100X more useful than any other presenter's.
	just change a few lectures to more fun or more useful ones.
	More classes on internships and/or entrepreneurship. I would've enjoyed seeing a panel of interns and/or 4th years with accepted job offers.
	Maybe make sure that all the lecturers are engaging and outspoken? There was that one Big Data lecture where the professor's voice didn't really carry in that large room. Which was a shame because I'm sure he had some great things to say, I just couldn't hear them sitting in the middle/back.
	Have more open discussion instead of just lectures?
	I know you are required by certification boards to teach a course on "ethics," but I bet if you tried you could fit that in with 3240 and just drop this course.
	Honestly was good, just make sure to get entertaining speakers.
	Have more group interactions with fellow students
	More interesting talks, more class-type discussions.
	Nothing I can think to change!
	Possibly have more audience-based activities? Those were fun and interesting.
	It seems a lot of the times that the course was somewhat disorganized - some of the speakers were not engaging, and time management was sometimes a problem.
	The assignments, while straightforward, did not really add anything to the class. I enjoyed the personality test, but the two essays seemed a bit like busy work.
	Nothing really
	In general, nothing significant. Perhaps make sure that the attendance quizzes go out immediately after class ends -- I know I had to email the instructor a few times to manually pledge my attendance since I had forgotten to take the Collab quiz since it had come out in the following Friday morning instead of right after class on Thursday.
	It might be nice to delve a little more into the various broad career branches related to computer science, such as the similarities and distinctions bewteen Software Engineering, Computer Scientist, Software Design, etc...
	have the guest lecturers engage the students more
	The icebreaker at the very beginning of the semester where we had to order our values with a group of other people felt really awkward.
	I would have liked hearing more about research, but that's just a personal thing. Having a diversity of speakers is probably best.
	Not much
	Nothing. Thoroughly enjoyed it.
	Get more professors to speak because we rarely here about their research and it's cool.
	Nothing, it's good the way it is. Over the years I trust that the speakers will get better and better.
	The quick problem solving things from Steph's class were cool. More of that.
	I might do a little more about entrepreneurship and what resources are available to student right now as they are members of the UVA community. I loved the panel, but if we had added a brief bit or a slide that included a list of all the resources and support groups for people interested in entrepreneurship that would have been awesome. there are so many. EG, HackCville, startup trips (DC & NYC), Darden iLab, opengrounds, etc, etc, etc.
	Email reminders about the assignments would be nice; I kept forgetting that those were a thing.
	More next-step goals rather than long-term goals for careers. Most of us don't know what we even want to do with CS.
	More reminders about upcoming due assignments would be helpful, as they were often mentioned once and then not again until they were past due or just about to be due.
	Focus it more on interviewing
	Have more interaction amongst the students in the future

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

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	add more interaction with the class. I would like to meet more CS majors and get to know my peers better.

7. 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-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
58	3.93	0.79	12 (20.69%)	30 (51.72%)	10 (17.24%)	3 (5.17%)	0 (0.00%)	3 (5.17%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2981	4.34	0.76	1417 (47.53%)	1267 (42.50%)	201 (6.74%)	60 (2.01%)	25 (0.84%)	11 (0.37%)

8. 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-2190-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
58	4.37	0.67	26 (44.83%)	27 (46.55%)	3 (5.17%)	1 (1.72%)	0 (0.00%)	1 (1.72%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3088	3.97	1.09	1149 (37.21%)	1147 (37.14%)	380 (12.31%)	231 (7.48%)	130 (4.21%)	51 (1.65%)

9. 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-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
58	4.43	0.65	30 (51.72%)	23 (39.66%)	5 (8.62%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2983	4.06	1.03	1146 (38.42%)	1277 (42.81%)	248 (8.31%)	197 (6.60%)	109 (3.65%)	6 (0.20%)

10. 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-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
58	3.60	0.93	10 (17.24%)	20 (34.48%)	18 (31.03%)	7 (12.07%)	0 (0.00%)	3 (5.17%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2981	4.17	0.92	1163 (39.01%)	1115 (37.40%)	272 (9.12%)	140 (4.70%)	46 (1.54%)	245 (8.22%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

11. 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-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	4.25	1.04	5 (8.77%)	0 (0.00%)	3 (5.26%)	0 (0.00%)	0 (0.00%)	49 (85.96%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2986	3.45	1.19	425 (14.23%)	670 (22.44%)	508 (17.01%)	273 (9.14%)	167 (5.59%)	943 (31.58%)

12. 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-2190-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
58	4.16	0.81	22 (37.93%)	25 (43.10%)	9 (15.52%)	2 (3.45%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3062	4.03	1.03	1129 (36.87%)	1244 (40.63%)	368 (12.02%)	177 (5.78%)	110 (3.59%)	34 (1.11%)

13. 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-2190-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
58	4.48	0.71	34 (58.62%)	19 (32.76%)	4 (6.90%)	1 (1.72%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3077	4.54	0.71	1927 (62.63%)	920 (29.90%)	135 (4.39%)	38 (1.23%)	22 (0.71%)	35 (1.14%)

14. The instructor was well prepared for class.
~
Question Type: Likert
~
contributed by Dean of the School of Engineering and Applied Science

Results for CS-2190-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
58	4.45	0.68	31 (53.45%)	23 (39.66%)	3 (5.17%)	1 (1.72%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3077	4.39	0.79	1605 (52.16%)	1122 (36.46%)	214 (6.95%)	63 (2.05%)	30 (0.97%)	43 (1.40%)

15. 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-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	4.50	0.69	23 (40.35%)	11 (19.30%)	4 (7.02%)	0 (0.00%)	0 (0.00%)	19 (33.33%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
2978	3.88	0.97	721 (24.21%)	1192 (40.03%)	484 (16.25%)	175 (5.88%)	66 (2.22%)	340 (11.42%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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

Results for CS-2190-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
56	4.49	0.60	30 (53.57%)	22 (39.29%)	3 (5.36%)	0 (0.00%)	0 (0.00%)	1 (1.79%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3079	4.12	0.91	1149 (37.32%)	1354 (43.98%)	352 (11.43%)	132 (4.29%)	60 (1.95%)	32 (1.04%)

17. 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-2190-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
57	4.61	0.59	37 (64.91%)	16 (28.07%)	3 (5.26%)	0 (0.00%)	0 (0.00%)	1 (1.75%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3072	4.29	0.85	1421 (46.26%)	1223 (39.81%)	242 (7.88%)	89 (2.90%)	46 (1.50%)	51 (1.66%)

18. 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-2190-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
58	4.51	0.63	33 (56.90%)	20 (34.48%)	4 (6.90%)	0 (0.00%)	0 (0.00%)	1 (1.72%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
3069	4.16	0.91	1240 (40.40%)	1227 (39.98%)	365 (11.89%)	105 (3.42%)	62 (2.02%)	70 (2.28%)

19. 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-2190-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
57	52 (91.23%)	5 (8.77%)	0 (0.00%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2988	203 (6.79%)	996 (33.33%)	1158 (38.76%)	365 (12.22%)	266 (8.90%)

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

Results for CS-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
57	3.84	0.94	13 (22.81%)	28 (49.12%)	12 (21.05%)	2 (3.51%)	2 (3.51%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2964	4.17	0.92	1262 (42.58%)	1180 (39.81%)	333 (11.23%)	139 (4.69%)	50 (1.69%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

21. Overall, this was a worthwhile course.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2190-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
58	3.98	1.00	19 (32.76%)	26 (44.83%)	8 (13.79%)	3 (5.17%)	2 (3.45%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2980	4.12	0.98	1250 (41.95%)	1141 (38.29%)	354 (11.88%)	158 (5.30%)	77 (2.58%)

22. 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-2190-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
57	4.40	0.65	28 (49.12%)	24 (42.11%)	5 (8.77%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3066	4.27	0.78	1316 (42.92%)	1402 (45.73%)	238 (7.76%)	86 (2.80%)	24 (0.78%)

23. 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-2190-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
57	4.35	0.67	26 (45.61%)	25 (43.86%)	6 (10.53%)	0 (0.00%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3072	4.25	0.84	1373 (44.69%)	1252 (40.76%)	322 (10.48%)	91 (2.96%)	34 (1.11%)

24. Overall, the instructor was an effective teacher.
~
Question Type: Likert
~
contributed by Office of the Provost

Results for CS-2190-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
58	4.47	0.68	32 (55.17%)	22 (37.93%)	3 (5.17%)	1 (1.72%)	0 (0.00%)

Results for SEAS, 2000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
3085	4.15	1.01	1383 (44.83%)	1137 (36.86%)	303 (9.82%)	164 (5.32%)	98 (3.18%)

25. Please make any overall comments or observations about this course:
~
Question Type: Short Answer
~
contributed by Office of the Provost

Results for CS-2190-001

Total	Individual Answers
22	*See below for Individual Results*

At times, this course felt like a waste of my time. I felt like only some of the lectures were applicable to me and some of them were so dry and boring that I didn't gain anything from them.

So grateful I got to learn so much about my major and what I can do with it. I think every major should have one of these!

I would have appreciated more talks from companies, interns, and start-ups. The class is very focused on research (which is enjoyable) but could be made more useful by placing more emphasis on industry.

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Good class for 1 credit. Maybe next time announce the homework assignments more. Sometimes, I would only find out that they were even uploaded to collab the day before they due.
	It's an unassuming one credit course, but it's one of the best classes I've taken at UVA.
	Prof. Tychonievich's openness was refreshing. It was nice to see a variety of different professors speak about their research and learn the cool things the CS department is doing.
	The course was a waste of time, but that's how it's designed. Professor Tychonievich is awesome and should be promoted
	It was an interesting collection of cs topics, and relatively painless given it's a required course.
	It served it's purpose as a 1 credit seminar.
	Great course
	Do not let Tychonievich go... If [you] care about the quality of education students in the CS department are receiving, do not let him go.
	This class helped me make the decision to switch majors to CS. Incredibly inspiring class.
	The variety of guest lecturer's chosen helped widen my understanding of Computer Science applications, and inspired more enthusiasm for Computer Science in me. This course also provided us with many professors who we has the opportunity to form connections with by reaching out to them for questions. Professor Tychonievich's lectures helped me to think about Engineering and Computer Science in new ways!
	Group collaborations and get-up-and-move examples definitely made the course more fun and engaging.
	The goals for the course were met. I felt I learned more from this course about CS, research and the CS profession.
	While the course gave me great insight into issues of ethics, career preparedness, graduate school and research, I felt that there was little to keep me engage outside of the weekly 50 minute lecture.
	I really like the idea of this course. The only thing I would have liked to add is a lecture that generally introduces research at UVA. Something broad and encompassing like the lecture on graduate school. I found that professors coming in to talk about their research was nice, but didn't really answer a lot of my questions about research in general.
	Overall, I found it a a worthwhile course, though I don't think I learned anything from the ethics paper, or the peer grading process. Removing those aspects of the class seems like a good idea to me.
	Informative, yet disorganized, sometimes even a waste of time.
	Good class, is dependent on who the lecturers are though.
	I think this is a great course (even though it's required) that gives a good overview of the different areas that computing majors might want to explore. There were a lot of topics I had never even heard about before the course that I found fascinating!
	As a 1-credit course, it is what I would expect it to be -- sometimes informative, but not very exciting. I only took it because it was required.