CS 3330-001 **Computer Architecture** - Fall 2015

ENGR (16938)

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

Respondents: 50 / Enrollment: 168

Summary: CS 3330-001 Computer Architecture - Fall 2015 (16938)

Overall Course Rating

CS-3330-001 Mean 4.20
CS-3330-001 Std Dev 0.95
CS-3330-001 Response Count 250

Difference from Category Mean, Expressed in Category Standard Deviations	-2 -1 0 1 2
	0.20

SEAS, 3000-level courses Mean 3.99
SEAS, 3000-level courses Std Dev 1.01
SEAS, 3000-level courses Response Count 10576

Overall Instructor Rating

INSTRUCTOR: Tychonievich, Luther
  Mean 4.33
  Std Dev 0.85
  Response Count 349

Difference from Category Mean, Expressed in Category Standard Deviations	-2 -1 0 1 2
	0.30

SEAS, 3000-level courses Mean 4.03
SEAS, 3000-level courses Std Dev 1.01
SEAS, 3000-level courses Response Count 16074

~ QUESTIONS AND DETAILS ~	*~ ANSWER MATRICES ~*

1. 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)
50	2 (4.00%)	5 (10.00%)	7 (14.00%)	10 (20.00%)	26 (52.00%)

Results for SEAS, 3000-level courses

Total	Every week (NA)	Every other week (NA)	Once per assignment (NA)	Rarely (NA)	Never (NA)
50	2 (4.00%)	5 (10.00%)	7 (14.00%)	10 (20.00%)	26 (52.00%)

2. 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)
50	2.76	0.92	11 (22.00%)	21 (42.00%)	13 (26.00%)	5 (10.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Excellent (4)	Good (3)	Average (2)	Weak (1)	Very Poor (0)
50	2.76	0.92	11 (22.00%)	21 (42.00%)	13 (26.00%)	5 (10.00%)	0 (0.00%)

3. 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)
50	2.70	0.99	13 (26.00%)	15 (30.00%)	16 (32.00%)	6 (12.00%)	0 (0.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Excellent (4)	Good (3)	Average (2)	Weak (1)	Very Poor (0)
50	2.70	0.99	13 (26.00%)	15 (30.00%)	16 (32.00%)	6 (12.00%)	0 (0.00%)

4. 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
30	*See below for Individual Results*

Never used them, please disregard my answers.

David should be a professor--he explains things really well, and has a very engaging manner when addressing the class.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	Certain TAs were much more knowledgeable about the class than others, to the point that certain TAs were not useful in answering questions.
	no
	no
	Not really.
	The helpfulness of the TAs varied by which TA you spoke with. Some TAs are extremely knowledgeable and helpful, while others are not. There is at least one TA who probably should not be a TA for this particular course because in both office hours and my lab section, he would frequently give me incorrect answers when I asked questions which only confused me more and would set me back in the assignment until I realized he was wrong.
	make sure they know how to do the lab before lab
	nope
	Our lab section, Wednesday 6:30, had two TAs. One of them, I think her name was Molly, was really good and answered our question well. The other, who I think was an international students, wasn't very good and couldn't answer most of our questions.
	They were super helpful, but perhaps less so during HCL.
	TAs were knowledgable and helpful
	The TA's did not seem to always know the answer to questions during lab, however I feel the professor was to blame in this case since they sometimes seemed unfamiliar with the tools that he developed.
	Most TAs were really good. One or two were not.
	TA's would spend long times with single students (20+ minutes) when office hours were fairly full.
	A few times in lab, they just didn't know how to do the lab.
	Many of the TAs were extremely helpful, especially with respect to homework assignments. However, there were a few TAs I encountered either at office hours or during lab who did not seem to know the material well at all for a select few of the assignments. When a TA does not know the material well enough to at least point me in the correct direction, I end up wasting time in either lab or office hours. Perhaps the TAs should be required to familiarize themselves with an assignment and its concepts prior to the lab or assignment. I'm sure many TAs do prepare well; there were only a select few who were consistently unhelpful.
	Some of the TAs were definitely better than others. TAs were either extremely helpful and qualified, or were unable to answer questions.
	They really wanted our code to be successful. It was pretty great. Also nice how many different hours of the day they were available. Easy to work into any schedule. They did tend to spend lots of time on specific people, which was really nice when it was me, but often made it not worth showing up to office hours if I wasn't there in the first 10 minutes.
	I'm not sure if the TAs couldn't or weren't allowed to be more helpful in labs, but a lot of the time they only provided very vague answers to my questions, which was far less helpful than previous CS Lab TAs I've had.
	Some TA's knew more than others, especially about the hcl which was the hardest part in my opinion.
	There were definitely some knowledgeable TAs, but others whose responses to my questions showed a clear lack of understanding. I know that there is a lot of change in assignments from semester to semester, so please make sure that ALL of your TAs understand the assignments/labs.
	N/A
	no.
	Many of the TA's are just amazing! Especially, please tell David that he should consider being a professor--when he talked for a few minutes during the class you were absent at, he was AMAZING. Teaching really came naturally to him.
	No
	n/a
	Molly was the most helpful TA, and she went above and beyond the minimum required work to make sure that people know how to do the homework and material.
	Iordan is the man

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

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	The TAs were fantastic. Many of them stayed beyond their scheduled office hours to help students out. I think that is very, very cool.

5. 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
24	*See below for Individual Results*

Better acclimation or instructions for setting up a work environment on home computers. It was often difficult to work on homework outside of labs. SSH was assumed as a skill even though it is never covered in previous courses in the curriculum.

I feel like it was just all over the place and the exam was ridiculously difficult. I felt mislead that we were given old exams to study with and then given an exam 3x harder than the ones we were using to study.

Lab 2 ha.

Present it in a more straightforward manner, it jumped around a lot, also much of the material was weakly connected at best. Perhaps try to bring everything together in the last week or two next time. It almost seemed like we were throwing spaghetti at the wall to what would stick.

Talk a little more about c in the beginning.

I would really suggest that office hours be spread out more over the course of the week. Sometimes I started homework early, but got super stuck over the weekend and had to wait until Monday or so to get a TA to look at it, and by then office hours sometimes got very crowded.

The test questions are very difficult and I'm not suggesting the tests be made easier, but rather that they can genuinely assess what we know instead of trying to trick us.

Not make it required.

Definitely somehow improve the TAs. Please give some more resources for exams. I'm about to take the final this morning and I don't feel prepared at all, yet I don't know how I could have prepared more. I know that these tests are trying to test how we 'learned the material', not just memorized, but many of the questions from previous exams felt very arbitrary and difficult to prepare for. Also, I strongly suggest double checking on wording/keys before releasing material. Some of the questions are very poorly worded, both on quizzes and tests.

None

Have less bugs before releasing software to the students.

I'd prefer HCL to be better explained; since it's a custom language *for this class* with no external tutorials, a strong set of documentation and examples, etc., would be greatly appreciated.

Perhaps exposing students to more questions similar to the ones that will ultimately be put on the exam at a point earlier in the semester than the day of the exam (Professor Tychonievich said that this year's questions were different from past years, which made review of past exams slightly less useful than some students may have believed). Although this is probably beyond the control of the department based on the demand for classroom space and department resources, the possibility of more TA office hours throughout the week would be nice. Perhaps a little aside about the distinction between software and hardware logic might be helpful. Additionally, perhaps a little more time spent in class on the functionality of HCL might be helpful - labs could be difficult at times because I was not always sure what HCL could do and couldn't do. However, I do know that Professor Tychonievich has purposely made documentation of HCL less extensive compared to what students may be used to with similar, but different, programming languages.

prepare for lab in class

I would like to see a few more examples done in class. In some instances, we discussed the general operations required to arrive at an answer without showing a concrete example. That said, the class did use many examples and was overall well designed.

Honestly, I know Professor Tychonievich said the textbook was the structured learning material, but I really don't like the book. I wish we had slides of some sort. And, well, it seems the authors, themselves, have a slide set. Not super detailed, but a great learning aid that ought to be tweaked and made available for this class.

As I stated above, the TAs were mostly very helpful. My one complaint is that there were no office hours on Fridays, or the weekend, which is when many students would like to get an assignment started and hopefully finished. In the future, at least a few office hours on the weekends might be beneficial.

N/A

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

If there's any assignment that involves continuing from a previous assignment, if it's past the due date, please provide a new starting point. I did horribly on the pipelining assignment because I couldn't finish part 1 and then just got nowhere with part 2 because of this. Also, a single example in the exact form of the rest of the assignment could go a long long way, like with the pipelining assignment and on the last memhw assignment, which I couldn't figure out at all without a specific example.

The grading of the first two labs. The frequency of the homework should maybe be more consistent, too.

The heavy emphasis on learning HCL seems strange since it's a language exclusive to the particular textbook we use. I understand the importance of knowing the hardware behind the assembly code, but it was hard to focus on learning the concepts when I was spending so much time trying to avoid syntax errors with a language I will probably never use again.

I felt that I had a stronger grasp of Exam 1 material following HCL labs that occurred after the exam.

Would suggest one less HCL lab. I know a lot of students, including myself, got tired of the syntax errors and struggled for extended periods of time to fix tiny mistakes.

I think we spent too much time reviewing 2150.

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6. 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 majorty (NA)	About half (NA)	A minority (NA)	Only one or two topics (NA)	None (NA)
50	11 (22.00%)	14 (28.00%)	12 (24.00%)	6 (12.00%)	3 (6.00%)	3 (6.00%)	1 (2.00%)

Results for SEAS, 3000-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)
50	11 (22.00%)	14 (28.00%)	12 (24.00%)	6 (12.00%)	3 (6.00%)	3 (6.00%)	1 (2.00%)

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

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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)
50	4.66	0.56	35 (70.00%)	13 (26.00%)	2 (4.00%)	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)
2119	4.32	0.76	940 (44.36%)	951 (44.88%)	142 (6.70%)	40 (1.89%)	19 (0.90%)	27 (1.27%)

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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-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
50	4.20	0.84	21 (42.00%)	19 (38.00%)	7 (14.00%)	2 (4.00%)	0 (0.00%)	1 (2.00%)

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)
2304	3.78	1.14	684 (29.69%)	822 (35.68%)	402 (17.45%)	214 (9.29%)	118 (5.12%)	64 (2.78%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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-3330-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
50	4.10	1.11	23 (46.00%)	16 (32.00%)	7 (14.00%)	1 (2.00%)	3 (6.00%)	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)
2121	3.99	1.07	754 (35.55%)	912 (43.00%)	185 (8.72%)	153 (7.21%)	95 (4.48%)	22 (1.04%)

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-3330-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
50	4.30	0.91	27 (54.00%)	14 (28.00%)	6 (12.00%)	3 (6.00%)	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)
2115	4.11	0.95	775 (36.64%)	820 (38.77%)	220 (10.40%)	99 (4.68%)	44 (2.08%)	157 (7.42%)

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-3330-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
50	4.24	0.77	19 (38.00%)	26 (52.00%)	4 (8.00%)	0 (0.00%)	1 (2.00%)	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)
2113	3.56	1.16	370 (17.51%)	569 (26.93%)	370 (17.51%)	200 (9.47%)	106 (5.02%)	498 (23.57%)

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-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
50	3.90	1.02	16 (32.00%)	19 (38.00%)	10 (20.00%)	4 (8.00%)	1 (2.00%)	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)
2291	3.89	1.06	706 (30.82%)	947 (41.34%)	324 (14.14%)	188 (8.21%)	83 (3.62%)	43 (1.88%)

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-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
50	4.84	0.42	43 (86.00%)	6 (12.00%)	1 (2.00%)	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)
2305	4.46	0.74	1293 (56.10%)	782 (33.93%)	133 (5.77%)	30 (1.30%)	20 (0.87%)	47 (2.04%)

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~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
50	4.56	0.70	33 (66.00%)	13 (26.00%)	3 (6.00%)	1 (2.00%)	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)
2296	4.23	0.89	1003 (43.68%)	933 (40.64%)	194 (8.45%)	76 (3.31%)	43 (1.87%)	47 (2.05%)

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-3330-001

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
50	3.67	1.05	11 (22.00%)	20 (40.00%)	10 (20.00%)	7 (14.00%)	1 (2.00%)	1 (2.00%)

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)
2108	3.90	0.96	545 (25.85%)	893 (42.36%)	357 (16.94%)	113 (5.36%)	54 (2.56%)	146 (6.93%)

16. 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)
50	3.94	0.91	13 (26.00%)	26 (52.00%)	7 (14.00%)	3 (6.00%)	1 (2.00%)	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)
2299	3.84	1.04	636 (27.66%)	967 (42.06%)	389 (16.92%)	164 (7.13%)	90 (3.91%)	53 (2.31%)

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-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
49	4.45	0.84	30 (61.22%)	14 (28.57%)	2 (4.08%)	3 (6.12%)	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)
2292	4.10	0.96	856 (37.35%)	978 (42.67%)	232 (10.12%)	113 (4.93%)	58 (2.53%)	55 (2.40%)

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-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Not Applicable (NA)
50	4.42	0.70	26 (52.00%)	20 (40.00%)	3 (6.00%)	1 (2.00%)	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)
2287	3.90	1.04	680 (29.73%)	898 (39.27%)	349 (15.26%)	160 (7.00%)	79 (3.45%)	121 (5.29%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

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-3330-001

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
50	1 (2.00%)	5 (10.00%)	28 (56.00%)	12 (24.00%)	4 (8.00%)

Results for SEAS, 3000-level courses

Total	Less than 1 (NA)	1 - 3 (NA)	4 - 6 (NA)	7 - 9 (NA)	10 or more (NA)
2124	128 (6.03%)	472 (22.22%)	810 (38.14%)	401 (18.88%)	313 (14.74%)

20. 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)
50	4.24	0.82	22 (44.00%)	20 (40.00%)	6 (12.00%)	2 (4.00%)	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)
2103	4.04	0.98	757 (36.00%)	891 (42.37%)	287 (13.65%)	110 (5.23%)	58 (2.76%)

21. 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)
50	3.92	1.07	17 (34.00%)	20 (40.00%)	6 (12.00%)	6 (12.00%)	1 (2.00%)

Results for SEAS, 3000-level courses

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
2110	3.92	1.08	730 (34.60%)	822 (38.96%)	320 (15.17%)	145 (6.87%)	93 (4.41%)

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-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
49	4.47	0.68	27 (55.10%)	19 (38.78%)	2 (4.08%)	1 (2.04%)	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)
2287	4.15	0.84	828 (36.20%)	1118 (48.89%)	236 (10.32%)	68 (2.97%)	37 (1.62%)

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-3330-001, Tychonievich, Luther

Total	Mean	Std Dev	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)
50	4.36	0.88	28 (56.00%)	15 (30.00%)	4 (8.00%)	3 (6.00%)	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)
2301	4.07	0.96	884 (38.42%)	912 (39.63%)	341 (14.82%)	111 (4.82%)	53 (2.30%)

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~

24. 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)
50	4.40	0.76	26 (52.00%)	20 (40.00%)	2 (4.00%)	2 (4.00%)	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)
2309	3.97	1.07	831 (35.99%)	928 (40.19%)	293 (12.69%)	155 (6.71%)	102 (4.42%)

25. 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
28	*See below for Individual Results*

I think the professor's test grading policy is a little bit unfair in that the students do not know how the curve will be applied to the exam. Furthermore, I feel that while the professor will take a lot of feedback, he sometimes seems to be more concerned with explaining why the feedback was wrong and what he is doing is right instead of changing how he does things.

Luther is the best teacher I've had in the CS department. I loved this class.

Great transition into Operating Systems. Learned a great deal in this course. Got interesting during the exception handling and memory optimizations section.

As a note to prior requirements - I did take all of the prerequisites for 3330, but also took digital logic design and therefore felt well-prepared for the course. However, Professor Tychonievich had to spend a few days teaching the basics of digital logic design - perhaps it should also be a prerequisite. On another note, I really enjoy Professor Tychonievich's lectures and believe he teaches very effectively. My largest complaint with the course was the first exam. Despite keeping up with the material and then having prepared rigorously for many days beforehand, I felt utterly unprepared for the exam in a way that I have never felt before. I think Professor Tychonievich might expect too much of students on an exam. In addition, I often felt that Professor Tychonievich disregarded anonymous feedback, or treated it very cavalierly. I never utilized the anonymous feedback form, but if I had put forward a legitimate grievance and then had it essentially mocked in front of the class, I would feel upset at the least.

Overall, the course was good and very challenging. I felt that the course was surprisingly difficult. I do not think they were too difficult but simply that I had become accustomed to a certain difficulty level from previous courses. 2150 and algorithms were difficult but did not test a comparable level of understanding.

Tychonievich is one of the only professors I have had at UVa who actually know how to teach an undergraduate class. Seriously.

I think some of the material we learned was unnecessary. That being said, how could I possibly know what I will need in the future. That being said, what use could I possibly have for knowing "bad" ways to map virtual memory to physical memory? That being said it's possible some of the unnecessary things you said were fun and interesting. That being said, I hope you understand my point. Anyway, I'm pretty much done with the course and I had fun, overall. Whatever may change about it doesn't affect me in the slightest, but these are my 2 cents.

Good job! Thanks a bunch for the course.

pretty unstructured and the disappearing second exam was terrible for those of us who bombed the first :(I felt like there was just too much work and much of the assignments went way past what we were doing in class and it was discouraging and caused me to learn a lot less than I was probably capable of getting from this class.   blah

Professor is knowledgeable and tries to help as he can, but sometimes is too snarky when asked questions

The course was challenging, though engaging and effective at teaching the concepts.

Professor Tychonievich is incredible! He really cares about students understanding the concepts and is willing to accommodate students' different learning styles and extenuating circumstances. He is also very funny, very knowledgeable (Whenever Professor Tychonievich said he did not know much about a certain subject, I was always extremely surprised because he knows so much!), and someone who really has a passion for teaching computer science. That is extremely admirable.   He's also a really cool guy.

Professor Tychonievich is an awesome professor. However, I find that there are many times where I feel that he expects too much of us.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	This was a great class! I would highly recommend (and have) to other students. The frequency and difficulty of the homework could be more consistent. Like the first few weeks, we'd have a really hard homework one week and then not have homework for the next week.

The amount of work presented in this class was fair given that it was a 3-credit class, even though there was more work than most other 3-credit CS classes.

Very difficult course, but Luther made it worth coming to class. All of the assignments increased my understanding of the course material and improved my skill level.

Tychonievich is okay. He places a bit too much stock in pedagogical research, and as such teaches in a very non-linear manner. That may work for most people, and is indeed the teaching method du jour, but I (and all my CS friends) prefer the more straight line method of teaching most other professors use. His style is not at all conducive to note taking, and it makes many topics more difficult to understand. He tries to teach in a circular manner, exposing us to each topic at the beginning, middle, and end of a class period, but I'd prefer it if he simply taught each topic at one time. Also, it should be noted that he teaches all CS students, we spend our time being taught how to think logically, one step at a time, but Tychonievich tries to teach us circularly. Personally, I understand CS because it functions in much the same way that I naturally understand the world, and I suspect the same is true of many people in the class. We all perceive things linearly and with causality, whether that is an accurate reflection of the world as a whole or not. As such, it seems like the best way to reach the most CS students would be to teach in a more straightforward manner, a la Professor Bloomfield. Other than his teaching style, the course as a whole was certainly a worthwhile endeavor and I feel I have learned quite a bit from it. That said, it certainly felt a bit random at times. We almost seemed to jump from topic to topic with nothing holding all the different topics together, except some fuzzy notion of them all being architecture related. As I stated above, it would be really nice if at the end of the year everything was wrapped up so that it all made sense together and didn't seem like such a hodgepodge of unrelated CS topics. I do think Tychonievich can be a great CS professor and deserves tenure. Yes, his teaching style needs to be improved upon, but that is absolutely something that can be learned! The way he approaches each class and the amount of time he spends preparing are things that can't be taught. Teaching styles can be changed, natural work ethic, intelligence, and really caring about the students are things that cannot. He absolutely has the potential to be one of the, if not the, best teaching CS professor at the University. He may be a little quirky, but he absolutely has the ability to succeed here and should be rewarded. We are hiring new professors into the CS department from other schools, and many of those professors are rated much worse than Tychonievich in terms of quality of teaching. (Really our hiring committee should read RateMyProfessor when making hiring decisions, our new hires were absolutely hired to teach and not research and some of them rate as terrible teachers.) We have a professor here that can be something special. A professor with the potential to teach the class everybody wants to take because his passion is so evident. Not offering Tychonievich tenure would be the CS equivalent of letting Tony Bennett go after the 2011-2012 season. Tychonievich may never reach the current level of Tony Bennett, but UVA would be a fool school not to give him a shot.

Tychonievich is, as usual, quite a character. I took advantage of this by submitting a tremendous amount of anonymous feedback. The results were most entertaining, except when he kept censoring stuff. Why, Bro? Now, let's see. I liked most labs/homework, but HCL was a mountain to climb, mostly due to syntax and obscurities. Lectures could be good, but were much better when viewed later. I'm really glad he got video lectures working because they made a genuine difference. Audio + drawings only were deeply confusing before. I did learn quite a lot of stuff, though, which I'm happy about. Also, I honestly think exams should be online/take-home like quizzes. The reason is because most of us have little hope of getting above an unweighted 70% on the exams in their current state. I think it would be beneficial if we could sit down and actually think about the problems without being held back because we didn't remember minor details. See, I feel like taking practice exams from previous semesters was more beneficial to learning than the actual exam because we could think about the problems and work towards finding out what we didn't understand if we got it wrong. The questions are already designed to make you think (ie. a Control-F of the book won't yield you a direct answer). This class would definitely benefit if grading was eliminated. It's already pretty loose, why not drop it?

Prof was kind of condescending and dismissive. Also, cancelling the second midterm was upsetting. I felt the labs/hws were often more of an excercise in pattern recognition/experimentation than anything useful. I feel the material tested on exam(-s)/quizzes was not always totally relevant to things discussed in class/the textbook. I think overall the class was made needlessly painful in a few ways.

Professor Tychonievich is awesome and super approachable. He is very close to the top as far as my list of favorite professors goes.

Professor Tychonievich knows what he's doing. Although I didn't love the actual course material, he teaches it well, and the class is well-structured, which makes up for it.

Best teacher and class this semester. The time put into the class felt worth it. That said, if you had to cancel a midterm and delay work every semester I would not be upset. You understand how to make people understand better than any other CS prof. I've had. Keep it up. And if you could tell them how to do it at the same time that'd be cool.

I wish it was easier to get lecture info (or at least most of it) without listening to .mp3 filed (i.e. a ppt). Also, I think lots of time is wasted with less relevant anonymous feedback. However, overall this was a fantastic, well-run course.

I know I'm probably in the minority, but I didn't really get anything out of the reading of anonymous feedback in the beginning of class. I also understand the reasoning behind all of the automated anti-cheating overhead for labs and homeworks (mainly in the beginning) but actually doing assignments under those conditions is really unpleasant.

Luther was a great teacher. However, I personally didn't find the topic matter particularly interesting or engaging, which is a reflection on my interests not on him as a professor. I question whether this course is actually useful for the average computer science major who is not interested in hardware functioning.

~ QUESTIONS AND DETAILS ~	~ ANSWER MATRICES ~
	instructor sometimes seems to value being clever over being helpful, in his answers. ... but his homework/lab system is fantastic Good class. The course material is broadly uninteresting and irrelevant to someone like myself who is interested in web development and other front-end development tasks. For me, understanding how processors work is neither necessary nor useful. Instead, this course has prevented me from growing in the areas I am good at and passionate about within CS. I strongly feel the material covered by this course is too specific to be in a course required for all CS majors.