

**JHU - Krieger School of Arts & Sciences / Whiting School of Engineering**  
**ASEN.2017.SPRING**

**Course:** EN.580.438.01.SP17: Neuro Data Design II  
**Instructor:** Joshua Vogelstein \*  
**Response Rate:** 12/12 (100.00 %)

1 - The overall quality of this course is:													
Response Option					Weight	Frequency	Percent	Percent Responses	Means				
Poor	(1)	0	0.00%					4.58	4.08	3.98			
Weak	(2)	0	0.00%										
Satisfactory	(3)	1	8.33%	█									
Good	(4)	3	25.00%	██									
Excellent	(5)	8	66.67%	██████									
N/A	(0)	0	0.00%										
					0	25	50	100	Question	School Level	Department Level		
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median		
12/12 (100.00%)	4.58	0.67	5.00	9435	4.08	0.97	4.00	1109	3.98	0.98	4.00		

2 - The instructor's teaching effectiveness is:													
Joshua Vogelstein													
Response Option					Weight	Frequency	Percent	Percent Responses	Means				
Poor	(1)	0	0.00%					4.75	4.16	4.08			
Weak	(2)	0	0.00%										
Satisfactory	(3)	1	8.33%	█									
Good	(4)	1	8.33%	█									
Excellent	(5)	10	83.33%	██████									
N/A	(0)	0	0.00%										
					0	25	50	100	Question	School Level	Department Level		
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median		
12/12 (100.00%)	4.75	0.62	5.00	9330	4.16	1.01	4.00	1095	4.08	0.98	4.00		

3 - The intellectual challenge of this course is:													
Response Option					Weight	Frequency	Percent	Percent Responses	Means				
Poor	(1)	0	0.00%					4.83	4.14	4.14			
Weak	(2)	0	0.00%										
Satisfactory	(3)	0	0.00%										
Good	(4)	2	16.67%	██									
Excellent	(5)	10	83.33%	██████									
N/A	(0)	0	0.00%										
					0	25	50	100	Question	School Level	Department Level		
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median		
12/12 (100.00%)	4.83	0.39	5.00	9296	4.14	0.89	4.00	1090	4.14	0.90	4.00		

4 - The teaching assistant for this course is:													
Response Option					Weight	Frequency	Percent	Percent Responses	Means				
Poor	(1)	1	8.33%	█				4.67	4.15	4.22			
Weak	(2)	0	0.00%										
Satisfactory	(3)	0	0.00%										
Good	(4)	0	0.00%										
Excellent	(5)	11	91.67%	██████									
N/A	(0)	0	0.00%										
					0	25	50	100	Question	School Level	Department Level		
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median		
12/12 (100.00%)	4.67	1.15	5.00	9292	4.15	1.02	4.00	1094	4.22	1.02	5.00		

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**5 - Please enter the name of the TA you evaluated in question 4:**

Response Rate	12/12 (100%)
<ul style="list-style-type: none"> <li>• Greg Kiar</li> <li>• Greg</li> <li>• Greg</li> <li>• Greg Kiar</li> <li>• Greg Kiar</li> <li>• Greg Kiar</li> <li>• Greg Kiar</li> <li>• Greg Kiar</li> <li>• Greg Kiar</li> <li>• Greg Kiar</li> <li>• Greg Kiar</li> <li>• Greg Kiar</li> <li>• Greg Kiar</li> <li>• Greg Kiar</li> </ul>	

**6 - Feedback on my work for this course is useful:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Disagree strongly	(1)	0	0.00%		4.75	3.90	3.72				
Disagree somewhat	(2)	0	0.00%								
Neither agree nor disagree	(3)	0	0.00%								
Agree somewhat	(4)	3	25.00%								
Agree strongly	(5)	9	75.00%								
N/A	(0)	0	0.00%								
0 25 50 100					Question	School Level	Department Level				
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
12/12 (100.00%)	4.75	0.45	5.00	9265	3.90	1.05	4.00	1092	3.72	1.09	4.00

**7 - Compared to other Hopkins courses at this level, the workload for this course is:**

Response Option	Weight	Frequency	Percent	Percent Responses	Means						
Much lighter	(1)	0	0.00%		4.58	3.30	3.33				
Somewhat lighter	(2)	0	0.00%								
Typical	(3)	1	8.33%								
Somewhat heavier	(4)	3	25.00%								
Much heavier	(5)	8	66.67%								
N/A	(0)	0	0.00%								
0 25 50 100					Question	School Level	Department Level				
Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
12/12 (100.00%)	4.58	0.67	5.00	9274	3.30	1.00	3.00	1096	3.33	1.19	3.00

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**8 - What are the best aspects of this course?**

<b>Response Rate</b>	10/12 (83.33%)
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- Honestly, everything about the course is amazing. I've learned so much about so many different topics that I'd say Neuro Data has directly caused me to be more ready for the workforce/research than all of my other classes combined. Plus, I feel good waking up every morning knowing that the work I do for Neuro Data is for a good cause.
- Everything
- Building a project and having a real world product at the end to demonstrate your skills in some aspect of neuroscience.
- Real world application of programming to neuroscience, getting an actual project done
- The course allows students to get deep into real world computational challenges.
- Learn a lot, awesome project
- Learn a lot about data science, cloud technologies. Class is structured to really work with students and help students develop a useful tool for neuroscience. Professor and TA provide personal, biweekly feedback to help improve students' work.
- Ability to get involved in actual research as an undergraduate. It's a very unique opportunity and is structured in a classroom-setting, so that makes it easier to stay organized. The professor is a leader in his field and dedicates a good amount of time to the class.
- Learn a lot
- Using the full two semesters for building a full data science pipeline. A lot of interesting tools were taught.

**9 - What are the worst aspects of this course?**

<b>Response Rate</b>	9/12 (75%)
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- I've sat in my chair doing nothing but thinking about negatives for this course for a solid 30 seconds. I can't think of a single one besides Jovo wasn't there for several weeks, but Greg did a superb job filling in.
- Nothing
- The workload is heavy. Also, the formalities of many aspects of the course are kind of annoying.
- As some real world computational challenges do, students sometimes fail pretty hard at what they attempt.
- Insane time dedication if you have lesser math experience
- The worst aspects really come from our team not being part of NeuroData I. If we had time to really research a project/work with a collaborator before starting, I'm sure that our team would have ended up with a much better pipeline. However, because of the late start and inactive collaborator, our team was sometimes frustrated with the data and other tools we had to work with.
- There is pretty much no transparency with the grading system. I'm not even sure what the grading criteria were, and how our final grades were calculated. Feedback on our progress isn't communicated to us. This makes it very hard to judge how you're performing in the class and whether or not you need to make any changes. The instructors also aren't very organized with their thoughts and communication, so it's impossible to judge your performance.
- Very disorganized and intimidating instructor, TA can be extremely abrasive to say the least
- A lot of the time the course will require software implementations of higher mathematical theories. Unless the code is already written, understanding of the concepts have to be self taught and may be difficult to understand.

**10 - What would most improve this class?**

<b>Response Rate</b>	10/12 (83.33%)
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- I think this course is advertised as more of a BME-type course, but I think it's really more of a CS-gearred course. If it were marketed more towards CS students, I think all of the teams would make a lot more progress because this class really is more of a coding course.
- Greg not leaving
- Nothing, it's pretty good as is. Maybe more formal Thursdays would be cool; I liked what we were doing last semester having ML lessons every non-Monday class; maybe do 1 hour of meetings, and 1 hour of teaching, to bring that back?
- Wish we could check our grades over the two semesters, seems a bit untransparent only getting a grade at the end,
- A more thorough and specific description of expectations from data providers.
- Let all teams decide their own project to give them some sort of drive to get it done. Also be more transparent about the time and necessary previous experience to see results (which is a lot).
- Pretty much just spend more time at the beginning researching a topic (NDD 1) and making sure that there is an active collaborator.
- Better communication by instructors.
- TA needs to take a chill pill, instructor could be less intimidating
- Professor being available at all time.

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**11 - What should prospective students know about this course before enrolling? (You may comment on any aspect of this course such as assumed background, readings, grading systems, and so on.)**

Response Rate	
10/12 (83.33%)	

- You're probably going to learn more about both neuroscience and CS than you will during any other course at JHU. Please sign up and enroll if you're at all interested in neuroscience-gearred CS.
- Come sit in on class and see what its like
- To make meaningful strides, you should definitely have a decent grasp of CS going in, as all the projects will have heavy CS components. Also, find a good group early on. You will be pretty miserable if your group mates are disinterested, low work ethic, not participatory, etc very early on. Having a good group will keep you motivated and keep the project progressing.
- Know Python and or R.
- As long as you know Python, this course is a dream to take!
- Be ready to dedicate up to 20 hrs a week and make sure you're proficient in programming and math before trying this.
- Fantastic and useful class. Should definitely know how to program and be prepared to put in a decent amount of work if you want a good result.
- Extremely high workload. Most work I've ever had to do in any class. Upwards of 20-30 hours a week if you really want to get something out of the class and do meaningful research.
- If you're not sure you are technically qualified to take this class you're probably not.
- Satisfies BME design credit.