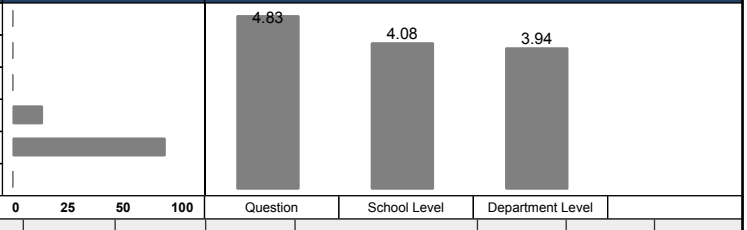
JHU - Krieger School of Arts & Sciences / Whiting School of Engineering
ASEN.2018.Spring

Report: EN.580.x38.01.SP18

Response Rate: 12/14 (85.71 %)

1 - The overall quality of this course is:

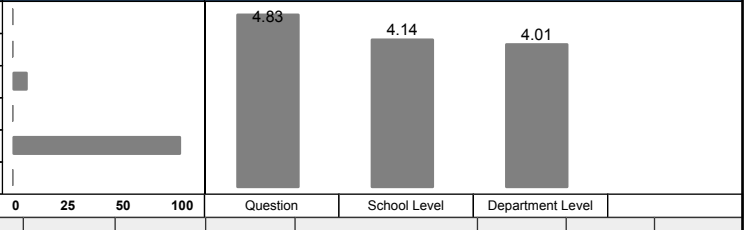
Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	0	0.00%
Good	(4)	2	16.67%
Excellent	(5)	10	83.33%
N/A	(0)	0	0.00%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
12/14 (85.71%)	4.83	0.39	5.00	9430	4.08	0.98	4.00	1125	3.94	1.04	4.00

2 - The instructor's teaching effectiveness is:

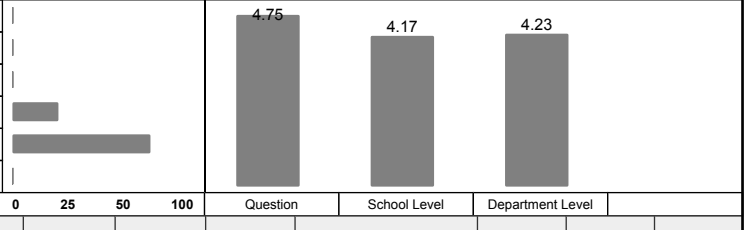
Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	1	8.33%
Good	(4)	0	0.00%
Excellent	(5)	11	91.67%
N/A	(0)	0	0.00%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
12/14 (85.71%)	4.83	0.58	5.00	10717	4.14	1.03	4.00	1796	4.01	1.08	4.00

3 - The intellectual challenge of this course is:

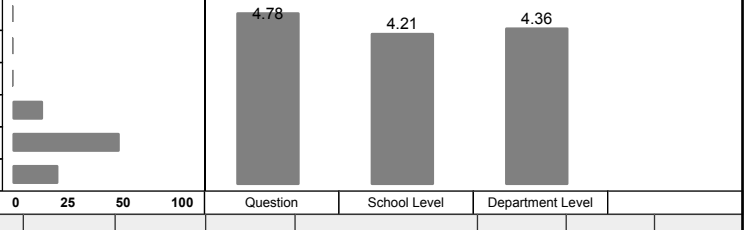
Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	0	0.00%
Good	(4)	3	25.00%
Excellent	(5)	9	75.00%
N/A	(0)	0	0.00%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
12/14 (85.71%)	4.75	0.45	5.00	9330	4.17	0.87	4.00	1114	4.23	0.86	4.00

4 - The teaching assistant for this course is:

Response Option	Weight	Frequency	Percent
Poor	(1)	0	0.00%
Weak	(2)	0	0.00%
Satisfactory	(3)	0	0.00%
Good	(4)	2	16.67%
Excellent	(5)	7	58.33%
N/A	(0)	3	25.00%



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
12/14 (85.71%)	4.78	0.44	5.00	9339	4.21	1.01	5.00	1114	4.36	0.94	5.00

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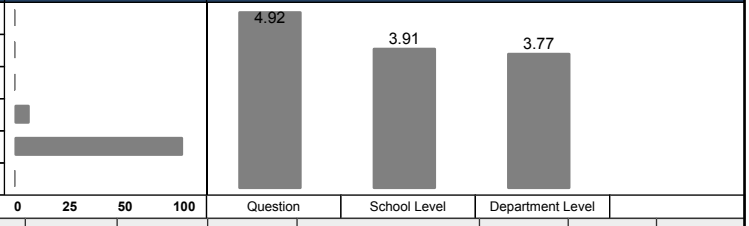
5 - Please enter the name of the TA you evaluated in question 4:

Response Rate	10/14 (71.43%)

- Eric Bridgeford
- Eric Bridgeford
- Eric Bridgeford
- Eric Bridgeford
- Eric Bridgeford
- Eric Bridgeford
- Eric Bridgeford
- Eric Bridgeford
- N/A
- N/a

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

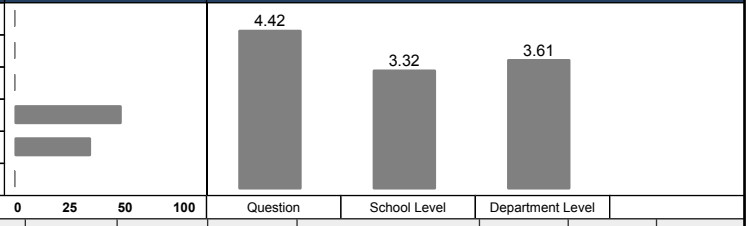
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Disagree strongly	(1)	0	0.00%		
Disagree somewhat	(2)	0	0.00%		
Neither agree nor disagree	(3)	0	0.00%		
Agree somewhat	(4)	1	8.33%		
Agree strongly	(5)	11	91.67%		
N/A	(0)	0	0.00%		



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
12/14 (85.71%)	4.92	0.29	5.00	9292	3.91	1.06	4.00	1111	3.77	1.12	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%		
Somewhat lighter	(2)	0	0.00%		
Typical	(3)	0	0.00%		
Somewhat heavier	(4)	7	58.33%		
Much heavier	(5)	5	41.67%		
N/A	(0)	0	0.00%		



Response Rate	Mean	STD	Median	School Level	Mean	STD	Median	Department Level	Mean	STD	Median
12/14 (85.71%)	4.42	0.51	4.00	9316	3.32	0.95	3.00	1112	3.61	0.94	4.00

8 - What are the best aspects of this course?

Response Rate	9/14 (64.29%)

- Freedom to do work you like. I learned so much about computer vision and also improved my skills in python. Jovos insights are very useful.
- Freedom to work on whatever I find interesting in the general problem
- I learn about incredibly useful not-often-taught things such as how to scope projects
- N/A
- Practical learning.
- Research on topics of my interest
- Students learn a lot and can decide what they get out of the course
- The close supervision of a professor in aiding students and giving useful feedback. The ability to perform meaningful work for other researchers and get involved in research.
- You have the opportunity to build a useful tool for the NeuroData lab. While building things for NeuroData, you will learn a ton about data science, web development, deployment, etc. in a faster, more practical manner than taking any other class. Professor and TA are very knowledgeable and can give you very relevant feedback as well as teach you many cool things. Class uses very modern development tools and you will learn skills that will carry over easily to other applications. Professor is very willing to listen to everyone's opinions on class logistics and work with the students.

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9 - What are the worst aspects of this course?	
Response Rate	7/14 (50%)

- Individual feedback can be given more frequently.
- It's difficult to get students to care about other teams' projects. Unless there's significant overlap, most presentations only really matter for the team presenting and the instructors. Work can feel repetitive at times, but is necessary to finish the project.
- Lack of direction during early parts of the project.
- N/A
- N/A
- presentation structure is still being developed, needs some refinement
- Scheduling was incoherent with teams being able to select presentation and meeting times without other team's knowledge. This often messed up other people's schedules (sure messed up mine). Also created a inequal system sometimes with other teams getting more time to work on their weekly deliverables than others.

10 - What would most improve this class?	
Response Rate	6/14 (42.86%)

- a consistent structure
- All people doing more or less the same level of work would be better.
- Have weekly meetings just be teams one on one with the professor. Every couple weeks, have teams gather together and present to each other. That way, each team can still have an idea of what every other team is doing.
- More direction during early parts of the course.
- N/A
- Structure in the schedule of meeting and presentation times. Either have votes all the time or be more strict and make teams commit to them. If a team agrees to present on Mondays the second semester then they should stick to it. Grading could be more transparent.

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	8/14 (57.14%)

- A background in Linear Algebra, Prob/Stat, and some programming is essential. To get the most out of this course: - It is good to take Machine Learning. - You should really care about the Neuroscience application of your project. - You should decide with your team what you are all trying to learn this year before starting anything.
- During beginning of the year, spend time scoping not only the feasibility of a project, but what you want to learn/accomplish from the project. This will help make the work a lot more interesting for you. This class is definitely worth taking and you will get out as much as you put in. Be aware that this is a year long course: definitely scope out carefully what projects interest you.
- N/A
- Programming experience is very helpful
- Python, R etc.
- Strong interest in data science or neuroscience
- The class is enriching in teaching how to perform research and tackle interesting and relevant problems.
- you get out what you put in. don't let this course be a waste of your and the professor's time