

CSS 371 A, Joint with B EE 371 A  
The Business Of Technology  
Course type: Face-to-Face

Evaluation Delivery: Online  
Evaluation Form: D  
Responses: 24/46 (52% high)

Taught by: Nicole Hamilton  
Instructor Evaluated: Nicole Hamilton-Lecturer

**Overall Summative Rating** represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

|  |  |
|--|--|
| <b>Median</b><br><b>4.3</b><br>(0=lowest; 5=highest) | <b>College Decile</b><br><b>6</b><br>(0=lowest; 9=highest) |
|--|--|

**Challenge and Engagement Index (CEI)** combines student responses to several IASystem items relating to how academically challenging students found the course to be and how engaged they were:

|  |
|--|
| <b>CEI: 4.6</b><br>(1=lowest; 7=highest) |
|--|

### SUMMATIVE ITEMS

|  | N  | Excellent (5) | Very Good (4) | Good (3) | Fair (2) | Poor (1) | Very Poor (0) | Median | DECILE RANK |         |
|--|----|---------------|---------------|----------|----------|----------|---------------|--------|-------------|---------|
|  |    |               |               |          |          |          |               |        | Inst        | College |
| The course as a whole was:   | 24 | 33%           | 29%           | 29%      | 4%       | 4%       |               | 3.9    | 3           | 5       |
| The course content was:  | 23 | 35%           | 39%           | 22%      | 4%       |          |               | 4.1    | 4           | 6       |
| The instructor's contribution to the course was:                   | 24 | 54%           | 29%           | 12%      |          | 4%       |               | 4.6    | 5           | 7       |
| The instructor's effectiveness in teaching the subject matter was: | 24 | 50%           | 29%           | 12%      |          | 4%       | 4%            | 4.5    | 5           | 7       |

### STUDENT ENGAGEMENT

| Relative to other college courses you have taken:                            | N  | Much Higher (7) | (6) | (5) | Average (4) |     | (3) | (2) | Much Lower (1) | Median | DECILE RANK |         |
|--|----|-----------------|-----|-----|-------------|-----|-----|-----|----------------|--------|-------------|---------|
|  |    |                 |     |     |             |     |     |     |                |        | Inst        | College |
| Do you expect your grade in this course to be:                               | 24 | 12%             | 38% | 17% | 21%         | 12% |     |     |                | 5.5    | 5           | 7       |
| The intellectual challenge presented was:                                    | 24 | 8%              | 29% | 29% | 25%         | 8%  |     |     |                | 5.1    | 2           | 3       |
| The amount of effort you put into this course was:                           | 24 | 12%             | 25% | 33% | 17%         | 8%  | 4%  |     |                | 5.1    | 1           | 2       |
| The amount of effort to succeed in this course was:                          | 23 | 9%              | 43% | 13% | 17%         | 17% |     |     |                | 5.5    | 3           | 3       |
| Your involvement in course (doing assignments, attending classes, etc.) was: | 24 | 21%             | 29% | 21% | 21%         | 8%  |     |     |                | 5.5    | 2           | 3       |

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

**Class median: 6.8 Hours per credit: 1.4 (N=24)**

|                |            |            |            |            |              |              |              |              |              |              |                   |
|----------------|------------|------------|------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| <b>Under 2</b> | <b>2-3</b> | <b>4-5</b> | <b>6-7</b> | <b>8-9</b> | <b>10-11</b> | <b>12-13</b> | <b>14-15</b> | <b>16-17</b> | <b>18-19</b> | <b>20-21</b> | <b>22 or more</b> |
|                | 8%         | 17%        | 38%        | 25%        | 8%           |              |              |              | 4%           |              |                   |

From the total average hours above, how many do you consider were valuable in advancing your education?

**Class median: 5.5 Hours per credit: 1.1 (N=24)**

|                |            |            |            |            |              |              |              |              |              |              |                   |
|----------------|------------|------------|------------|------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------------|
| <b>Under 2</b> | <b>2-3</b> | <b>4-5</b> | <b>6-7</b> | <b>8-9</b> | <b>10-11</b> | <b>12-13</b> | <b>14-15</b> | <b>16-17</b> | <b>18-19</b> | <b>20-21</b> | <b>22 or more</b> |
| 4%             | 21%        | 25%        | 25%        | 17%        | 4%           |              |              |              | 4%           |              |                   |

What grade do you expect in this course?

**Class median: 3.4 (N=23)**

|                       |                        |                        |                       |                        |                        |                       |                        |                        |                       |                        |                   |             |               |                  |
|-----------------------|------------------------|------------------------|-----------------------|------------------------|------------------------|-----------------------|------------------------|------------------------|-----------------------|------------------------|-------------------|-------------|---------------|------------------|
| <b>A</b><br>(3.9-4.0) | <b>A-</b><br>(3.5-3.8) | <b>B+</b><br>(3.2-3.4) | <b>B</b><br>(2.9-3.1) | <b>B-</b><br>(2.5-2.8) | <b>C+</b><br>(2.2-2.4) | <b>C</b><br>(1.9-2.1) | <b>C-</b><br>(1.5-1.8) | <b>D+</b><br>(1.2-1.4) | <b>D</b><br>(0.9-1.1) | <b>D-</b><br>(0.7-0.8) | <b>E</b><br>(0.0) | <b>Pass</b> | <b>Credit</b> | <b>No Credit</b> |
| 13%                   | 26%                    | 35%                    | 22%                   | 4%                     |                        |                       |                        |                        |                       |                        |                   |             |               |                  |

In regard to your academic program, is this course best described as:

**(N=24)**

|                      |  |                    |                      |                              |              |
|----------------------|--|--------------------|----------------------|------------------------------|--------------|
| <b>In your major</b> | <b>A core/distribution requirement</b> | <b>An elective</b> | <b>In your minor</b> | <b>A program requirement</b> | <b>Other</b> |
| 38%                  | 4%                                     | 33%                | 4%                   | 21%                          |              |

**STANDARD FORMATIVE ITEMS**

|   | N  | Excellent<br>(5) | Very<br>Good<br>(4) | Good<br>(3) | Fair<br>(2) | Poor<br>(1) | Very<br>Poor<br>(0) | Median | DECILE RANK |         |
|---|----|------------------|---------------------|-------------|-------------|-------------|---------------------|--------|-------------|---------|
|   |    |                  |                     |             |             |             |                     |        | Inst        | College |
| Course organization was:  | 24 | 33%              | 33%                 | 25%         | 8%          |             |                     | 4.0    | 4           | 6       |
| Sequential presentation of concepts was:                                  | 24 | 42%              | 38%                 | 12%         | 8%          |             |                     | 4.3    | 6           | 7       |
| Explanations by instructor were:  | 24 | 50%              | 25%                 | 21%         |             | 4%          |                     | 4.5    | 6           | 7       |
| Instructor's ability to present alternative explanations when needed was: | 24 | 62%              | 17%                 | 17%         | 4%          |             |                     | 4.7    | 7           | 8       |
| Instructor's use of examples and illustrations was:                       | 24 | 54%              | 29%                 | 8%          | 8%          |             |                     | 4.6    | 5           | 7       |
| Quality of questions or problems raised by the instructor was:            | 24 | 46%              | 42%                 | 8%          |             | 4%          |                     | 4.4    | 5           | 7       |
| Contribution of assignments to understanding course content was:          | 24 | 42%              | 33%                 | 17%         | 4%          | 4%          |                     | 4.2    | 6           | 6       |
| Instructor's enthusiasm was:  | 24 | 62%              | 29%                 | 4%          |             | 4%          |                     | 4.7    | 5           | 6       |
| Instructor's ability to deal with student difficulties was:               | 24 | 42%              | 38%                 | 12%         | 8%          |             |                     | 4.3    | 5           | 6       |
| Answers to student questions were:  | 24 | 54%              | 29%                 | 12%         | 4%          |             |                     | 4.6    | 6           | 7       |
| Availability of extra help when needed was:                               | 24 | 58%              | 8%                  | 21%         | 4%          | 8%          |                     | 4.6    | 6           | 7       |
| Use of class time was:  | 24 | 46%              | 29%                 | 17%         | 4%          | 4%          |                     | 4.4    | 5           | 7       |
| Instructor's interest in whether students learned was:                    | 24 | 50%              | 25%                 | 12%         | 8%          | 4%          |                     | 4.5    | 4           | 6       |
| Amount you learned in the course was:                                     | 24 | 46%              | 21%                 | 29%         |             | 4%          |                     | 4.3    | 5           | 7       |
| Relevance and usefulness of course content were:                          | 24 | 46%              | 21%                 | 21%         | 12%         |             |                     | 4.3    | 4           | 5       |
| Evaluative and grading techniques (tests, papers, projects, etc.) were:   | 24 | 33%              | 21%                 | 33%         |             | 8%          | 4%                  | 3.7    | 2           | 4       |
| Reasonableness of assigned work was:                                      | 24 | 50%              | 17%                 | 25%         | 4%          | 4%          |                     | 4.5    | 6           | 8       |
| Clarity of student responsibilities and requirements was:                 | 24 | 42%              | 25%                 | 25%         | 4%          | 4%          |                     | 4.2    | 4           | 6       |

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### STANDARD OPEN-ENDED QUESTIONS

#### Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Teacher was good, but I'm not that interested in the class material.
2. Yes. Business topics are not in Computer Science.
3. Lots of interesting topics on business.
4. The first half of the course was intellectually stimulating as we got to learn from professor Hamilton herself why business and computing are married in this day and age. The second half of the course has been focused on tax and math (quantitative reasoning) which did not appear to be in the syllabus or relevant to the type of course.
5. Yes, all in all it was a great class that covered a lot of topics.
6. Yup, made me consider what I'm working on atm more seriously, what I really enjoy, what I really don't.
8. I really enjoyed just about everything in this class. I've never taken any sort of business themed class before
9. This class was excellent and though it was not a standard EE class Nicole made the class engaging and interesting. I learned quite a lot of new things from this class
10. I learned a how new world about economic. There are new things in business I have never known before
11. Neutral because most of the concepts must be memorized.
12. This class made me think a lot in terms of understanding how business markets works ,and how people or entrepreneur think. I was challenged to understand to think critically and creatively.
13. This class was stimulating.
14. It made us see the money side, something we ignore.
15. Business technology teaches you about evaluating an opportunity and deciding if it will lead in a fruitful direction. Trying to communicate that direction to someone else can be like banging paper dolls together at the hips like chips of flint, as if to strike sparks from them but there will be no sparks unless the other person sees how their life would be different. Trying to come up with a plan to convey the usefulness of a new idea to someone who's never experienced it firsthand is what stretched my thinking the most, and it's one of the most valuable skills to learn.

#### What aspects of this class contributed most to your learning?

1. Uploaded lectures helped
2. Financial Calculators. Lectures.
3. I really liked how each class started with a quick review on the important concepts. I think it helped solidify what I learned in the previous class.
4. The lectures
5. The lectures really. We covered a lot of topics in 10 weeks.
6. Course content.
8. The real life examples of successful businesses and how they match the course content
9. Nicole was the primary reason I learned so much, her obvious passion for ensuring everyone learned in her classes is obvious and it helped me learn quite a bit.
10. The teacher is passionate about her teaching
11. Powerpoint presentations.
12. Most learning came from lecture and also from real activities like negotiation and group projects. Negotiation was fun.
13. Lectures and group assignments.
14. The economy concepts.

#### What aspects of this class detracted from your learning?

2. Nothing.
4. Other students and the second half of the course felt like I was taking an entirely different class
5. The exams. Which sounds crazy, but it seems like some of the exam questions we had to have "Nicole's answer" as opposed to any answer. Such as the general question, "what is an opportunity?". That can be answered 17 different ways. I expected a much higher grade on the midterm, and now I'm pretty worried about the final we have to take. The more frustrating part is I have colleagues that took this class with another instructor and they didn't have to do a midterm, a final, or a project. And they walked out with a 4.0. I'm putting in a lot of effort, and I won't walk out with a 4.0, which really bothers me. Among all of this, I REALLY enjoy this class. The information is plentiful, and very good information. Nicole explains it very well and has outlined this course perfectly. I just wish we weren't graded so hard I guess... Some other people got off easy.

6. I was a shitty team-mate, I had shitty team-mates. We all said we'd do our group assignments early, and then no one actually did it until the last second. Only one person in our group was really on top of their shit, and they were super busy. As far as the professor goes, she had a ton of relevant experience, insight, and advice, but she repeated the same stories/principles over and over and over again. I liked her teaching style a lot -- except for that last bit. It detracted from my experience more than I would have ever thought it could.
8. I felt like we repeated a lot of the same info at the beginning of the quarter which made the end of the quarter more rushed
9. Lack of time in the class
10. It is an elective class for me, so I tent to keep my concentration on other class work from time to time
11. The textbook. It didn't feel required or useful at all.
12. This class was very fair and fun. The most distracting from learning could be less activity than having a lecture ,but without more negotiation, it was well balanced class.
13. Wish there were more hours in the day to do more!
14. none

#### What suggestions do you have for improving the class?

1. It would be better to follow the course schedule.
2. None.
3. I would have liked to have a bit more information about what could and should be on our business plans earlier.
4. Spend more time on how computers are disrupting and evolving business, and less time (if any) on learning about math.
5. Grade easier on exams/assignments.
6. Less repetitive lectures, and condense the information a bit more. We don't need to spend as much time on the stuff we learned in the first 2-3 weeks + negotiations, it was all pretty straightforward stuff. Could just be I feel that way cause it was taught well, I don't know. I'm generally a big fan of classes where I can get away with not buying the book(s) - and this class definitely qualifies. Most of what we learned is in the lecture notes, and as long as you went to class there's no way you shouldn't do well on the tests as long as English is your first language. Short answer questions tend to be a bit trickier when you're taking them in a second or third language, and the fact that the test is all multiple choice probably doesn't help. Still I imagine that Hamilton is nice enough to let people come in and try to explain what they were thinking if something is unclear. Negotiations were a little silly - it also sucked to have one person do well at the other's expense. Granted I have no idea how the split worked, but having to screw over someone else isn't something that I was particularly thrilled to do, and I'm sure that knowledge effected how some people bargained. It'd be interesting if there were more, shorter, negotiations held throughout the quarter with less impact on the grade so people could get more of a feel for them. Overall good course. Stimulating, interesting, and definitely worth my time taking.
7. More relevant homework to help prepare for the exams. Don't make the class feel repetitive and boring.
8. Clearer instructions on assignments. For example, "longest list wins" for the brainstorming assignment didn't make it clear that the ideas had to be within reach for us. I thought that's why we come up with a lot of ideas: so we can throw out the bad
9. More time for the business plan. in the negotiation examples, giving us more background to help us understand our motivations would be helpful (explaining why eggs is a bad idea after the fact didn't help us during the negotiation)
10. The shaky screen still happens sometimes, that makes it hard to focus
11. N/A
12. I am not sure how this class should be taught ,but if we can have more activity, I believe this class would be more enjoyable.
13. None from my perspective! Keep up the great work Nicole!
14. Class is great, don't change it. But get a better grader.

IASystem Course Summary Reports summarize student ratings of a particular course or combination of courses. They provide a rich perspective on student views by reporting responses in three ways: as frequency distributions, average ratings, and either comparative or adjusted ratings. Remember in interpreting results that it is important to keep in mind the number of students who evaluated the course relative to the total course enrollment as shown on the upper right-hand corner of the report.

**Frequency distributions.** The percentage of students who selected each response choice is displayed for each item. Percentages are based on the number of students who answered the respective item rather than the number of students who evaluated the course because individual item response is optional.

**Median ratings.** IASystem reports average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. This is because ratings distributions tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off to the low end.

The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower. Medians are computed to one decimal place by interpolation.<sup>1</sup> In general, higher medians reflect more favorable ratings. To interpret median ratings, compare the value of each median to the respective response scale: *Very Poor, Poor, Fair, Good, Very Good, Excellent (0-5); Never/None/Much Lower, About Half/Average, Always/Great/Much Higher (1-7); Slight, Moderate, Considerable, Extensive (1-4)*.

**Comparative ratings.** IASystem provides a normative comparison for each item by reporting the decile rank of the item median. Decile ranks compare the median rating of a particular item to ratings of the same item over the previous two academic years in all classes at the institution and within the college, school, or division. Decile ranks are shown only for items with sufficient normative data.

Decile ranks range from 0 (lowest) to 9 (highest). For all items, higher medians yield higher decile ranks. The 0 decile rank indicates an item median in the lowest 10% of all scores. A decile rank of 1 indicates a median above the bottom 10% and below the top 80%. A decile rank of 9 indicates a median in the top 10% of all scores. Because average ratings tend to be high, a rating of "good" or "average" may have a low decile rank.

**Adjusted ratings.** Research has shown that student ratings may be somewhat influenced by factors such as class size, expected grade, and reason for enrollment. To correct for this, IASystem reports **adjusted medians** for summative items (items #1-4 and their combined global rating) based on regression analyses of ratings over the previous two academic years in all classes at the respective institution. If large classes at the institution tend to be rated lower than small classes, for example, the adjusted medians for large classes will be slightly higher than their unadjusted medians.

When adjusted ratings are displayed for summative items, **relative rank** is displayed for the more specific (formative) items. Rankings serve as a guide in directing instructional improvement efforts. The top ranked items (1, 2, 3, etc.) represent areas that are going well from a student perspective; whereas the bottom ranked items (18, 17, 16, etc.) represent areas in which the instructor may want to make changes. Relative ranks are computed by first standardizing each item (subtracting the overall institutional average from the item rating for the particular course, then dividing by the standard deviation of the ratings across all courses) and then ranking those standardized scores.

**Challenge and Engagement Index (CEI).** Several IASystem items ask students how academically challenging they found the course to be. IASystem calculates the average of these items and reports them as a single index. *The Challenge and Engagement Index (CEI)* correlates only modestly with the global rating (median of items 1-4).

**Optional Items.** Student responses to instructor-supplied items are summarized at the end of the evaluation report. Median responses should be interpreted in light of the specific item text and response scale used (response values 1-6 on paper evaluation forms).

<sup>1</sup> For the specific method, see, for example, Guilford, J.P. (1965). *Fundamental statistics in psychology and education*. New York: McGraw-Hill Book Company, pp. 49-53.