Spring 2015 Course Evaluation Report for ISYS215701_2015S_INTRO TO PROGRAMMING/MGMT - James Gips

Response Table

<table>
<thead>
<tr>
<th>Spring 2015</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students</td>
<td></td>
</tr>
<tr>
<td>Raters</td>
<td></td>
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</tr>
<tr>
<td>Responded</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Invited</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>Response Ratio</td>
<td>90.91%</td>
<td></td>
</tr>
</tbody>
</table>

Course Related Questions for ISYS215701_2015S_INTRO TO PROGRAMMING/MGMT-
Distribution of Responses

1. The course was well organized.

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>4.68</td>
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<tr>
<td>Median</td>
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<tr>
<td>Mode</td>
<td>5</td>
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<tr>
<td>Standard Deviation</td>
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</tr>
</tbody>
</table>

2. The course generally followed the syllabus.

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
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<td>5</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>+/-0.69</td>
</tr>
</tbody>
</table>

3. Class attendance was necessary for learning course material.

<table>
<thead>
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<th>Statistics</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Mean</td>
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<tr>
<td>Median</td>
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<td>Mode</td>
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</tr>
<tr>
<td>Standard Deviation</td>
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</tr>
</tbody>
</table>

4. The course was intellectually challenging.

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
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<tbody>
<tr>
<td>Mean</td>
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<td>Standard Deviation</td>
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</table>
Course Related Questions for ISYS215701_2015S_INTRO TO PROGRAMMING/MGMT - Distribution of Responses (continued)

Compared to similar courses (ie core, major, etc), this course required:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Count</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>5 More Effort</td>
<td>8</td>
<td>27.59%</td>
</tr>
<tr>
<td>4 More Effort</td>
<td>15</td>
<td>51.72%</td>
</tr>
<tr>
<td>3 About the Same Effort</td>
<td>5</td>
<td>17.24%</td>
</tr>
<tr>
<td>2 Less Effort</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>1 Much Less Effort</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>N/A N/A</td>
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<td>3.45%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td></td>
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How would you rate this course overall?

<table>
<thead>
<tr>
<th>Rating</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Excellent</td>
<td>12</td>
<td>41.38%</td>
</tr>
<tr>
<td>4 Very Good</td>
<td>11</td>
<td>37.93%</td>
</tr>
<tr>
<td>3 Good</td>
<td>4</td>
<td>13.79%</td>
</tr>
<tr>
<td>2 Fair</td>
<td>1</td>
<td>3.45%</td>
</tr>
<tr>
<td>1 Poor</td>
<td>0</td>
<td>0.00%</td>
</tr>
<tr>
<td>N/A N/A</td>
<td>1</td>
<td>3.45%</td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
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Statistics

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<td>Mean</td>
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<td>Median</td>
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<td>Standard Deviation</td>
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<table>
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<td>Standard Deviation</td>
<td>+/-0.83</td>
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</table>
1. The instructor was prepared.

<table>
<thead>
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<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Mean</td>
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2. The instructor was available for help outside of class.

<table>
<thead>
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<tr>
<td>Mean</td>
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<td>5</td>
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<tr>
<td>Standard Deviation</td>
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</table>

3. The instructor returned assignments/tests conscientiously.

<table>
<thead>
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<th>Value</th>
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<tr>
<td>Mean</td>
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<td>Mode</td>
<td>5</td>
</tr>
<tr>
<td>Standard Deviation</td>
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</table>

4. The instructor showed enthusiasm about the subject matter.

<table>
<thead>
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<tr>
<td>Mean</td>
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5. The instructor stimulated interest in the subject matter.

<table>
<thead>
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<th>Value</th>
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</thead>
<tbody>
<tr>
<td>Mean</td>
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<td>Mode</td>
<td>5</td>
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<tr>
<td>Standard Deviation</td>
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</table>

6. The instructor’s explanations were clear.

<table>
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<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
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<td>Mode</td>
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<tr>
<td>Standard Deviation</td>
<td>+/-0.79</td>
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</table>
7. The instructor treated students with respect.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Strongly Agree</td>
<td>20</td>
</tr>
<tr>
<td>4 Agree</td>
<td>7</td>
</tr>
<tr>
<td>3 Uncertain</td>
<td>1</td>
</tr>
<tr>
<td>2 Disagree</td>
<td>0</td>
</tr>
<tr>
<td>1 Strongly Disagree</td>
<td>0</td>
</tr>
<tr>
<td>N/A N/A</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
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<tbody>
<tr>
<td>Mean</td>
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<td>Mode</td>
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<tr>
<td>Standard Deviation</td>
<td>+/-0.55</td>
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</tbody>
</table>

How would you rate this instructor overall as a teacher?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Excellent</td>
<td>15</td>
</tr>
<tr>
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<td>12</td>
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<td>1</td>
</tr>
<tr>
<td>2 Fair</td>
<td>1</td>
</tr>
<tr>
<td>1 Poor</td>
<td>0</td>
</tr>
<tr>
<td>N/A N/A</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
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<th>Value</th>
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</tr>
<tr>
<td>Standard Deviation</td>
<td>+/-0.73</td>
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</tbody>
</table>
1. The course was well organized.

<table>
<thead>
<tr>
<th>Course Average</th>
<th>Dep/Avg (Information Systems)</th>
<th>School (Carroll School of Management)</th>
<th>Boston College</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.68</td>
<td>4.43</td>
<td>4.50</td>
<td>4.35</td>
</tr>
</tbody>
</table>

2. The course generally followed the syllabus.

<table>
<thead>
<tr>
<th>Course Average</th>
<th>Dep/Avg (Information Systems)</th>
<th>School (Carroll School of Management)</th>
<th>Boston College</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.62</td>
<td>4.58</td>
<td>4.58</td>
<td>4.44</td>
</tr>
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</table>

3. Class attendance was necessary for learning course material.

<table>
<thead>
<tr>
<th>Course Average</th>
<th>Dep/Avg (Information Systems)</th>
<th>School (Carroll School of Management)</th>
<th>Boston College</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.36</td>
<td>4.19</td>
<td>4.25</td>
<td>4.21</td>
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</table>

4. The course was intellectually challenging.

<table>
<thead>
<tr>
<th>Course Average</th>
<th>Dep/Avg (Information Systems)</th>
<th>School (Carroll School of Management)</th>
<th>Boston College</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.62</td>
<td>4.30</td>
<td>4.37</td>
<td>4.31</td>
</tr>
</tbody>
</table>

Compared to similar courses (ie core, major, etc), this course required:

<table>
<thead>
<tr>
<th>Course Average</th>
<th>Dep/Avg (Information Systems)</th>
<th>School (Carroll School of Management)</th>
<th>Boston College</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.11</td>
<td>3.58</td>
<td>3.57</td>
<td>3.49</td>
</tr>
</tbody>
</table>

How would you rate this course overall?

<table>
<thead>
<tr>
<th>Course Average</th>
<th>Dep/Avg (Information Systems)</th>
<th>School (Carroll School of Management)</th>
<th>Boston College</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21</td>
<td>3.94</td>
<td>3.96</td>
<td>3.79</td>
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</table>
## Instructor Questions for (James Gips) - Benchmarks

<table>
<thead>
<tr>
<th>Question</th>
<th>Course Average</th>
<th>Dep. Avg (Information Systems)</th>
<th>School (Carroll School of Management)</th>
<th>Boston College</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor was prepared.</td>
<td>4.79</td>
<td>4.61</td>
<td>4.66</td>
<td>4.57</td>
</tr>
<tr>
<td>2. The instructor was available for help outside of class.</td>
<td>4.57</td>
<td>4.21</td>
<td>4.45</td>
<td>4.37</td>
</tr>
<tr>
<td>3. The instructor returned assignments/tests conscientiously.</td>
<td>4.71</td>
<td>3.99</td>
<td>4.48</td>
<td>4.37</td>
</tr>
<tr>
<td>4. The instructor showed enthusiasm about the subject matter.</td>
<td>4.64</td>
<td>4.66</td>
<td>4.70</td>
<td>4.62</td>
</tr>
<tr>
<td>5. The instructor stimulated interest in the subject matter.</td>
<td>4.36</td>
<td>4.36</td>
<td>4.40</td>
<td>4.31</td>
</tr>
<tr>
<td>6. The instructor's explanations were clear.</td>
<td>4.43</td>
<td>4.31</td>
<td>4.37</td>
<td>4.27</td>
</tr>
<tr>
<td>7. The instructor treated students with respect.</td>
<td>4.68</td>
<td>4.41</td>
<td>4.66</td>
<td>4.61</td>
</tr>
</tbody>
</table>
How would you rate this instructor overall as a teacher?

Course Average 4.41
Dept Avg (Information Systems) 4.05
School (Carroll School of Management) 4.23
Boston College 4.12
### What are the strengths of this course?

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professor is passionate about what he does and knows what he’s talking about</td>
</tr>
<tr>
<td>Learn to problem solve in a different way</td>
</tr>
<tr>
<td>Lots of opportunities to program and challenging enough that learning the material was a must. Gips is great.</td>
</tr>
<tr>
<td>Very interesting and useful skills can be learned</td>
</tr>
<tr>
<td>Well organized, handout are very informative, in class discussions and work was very productive</td>
</tr>
<tr>
<td>Pretty much everything. Like having some speakers in the field at the end of the class</td>
</tr>
<tr>
<td>It used homework assignments very well to have students et hands-on practice/challenges with the material learned</td>
</tr>
<tr>
<td>clear explanations</td>
</tr>
<tr>
<td>Programming is very useful to learn for future job prospects.</td>
</tr>
<tr>
<td>Gips is the man</td>
</tr>
<tr>
<td>This class did a really good job of helping gain a basic understanding of programming. It challenged you to find solutions and gave the tools necessary to understand material.</td>
</tr>
<tr>
<td>Very smart professor, very well organized course in every aspect.</td>
</tr>
<tr>
<td>Homeworks were well related to lectures and were very challenging. Very interesting topics.</td>
</tr>
<tr>
<td>Prof. Gips was always available for office hours and very helpful in answering questions about the coursework and anything else going on.</td>
</tr>
<tr>
<td>Lots of good handouts, and the homework is good practice.</td>
</tr>
<tr>
<td>Gipsy poo</td>
</tr>
<tr>
<td>Good professor and interesting topics</td>
</tr>
</tbody>
</table>

### How could the instructor improve the course?

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go a little slower and step-by-step for those who have never taken programming courses before.</td>
</tr>
<tr>
<td>Not sure but the material is hard ish to grasp</td>
</tr>
<tr>
<td>The exam was out of this world difficult. I worry that it will dissuade some from continuing in the area of programming and possibly from recommending the class to a friend. I think a more balanced exam would have been better - challenging but not grueling.</td>
</tr>
<tr>
<td>digital based tests that need to be written out on paper are entirely unrealistic and make tests more difficult than they should be</td>
</tr>
<tr>
<td>Nothing, course is great</td>
</tr>
<tr>
<td>n/a</td>
</tr>
<tr>
<td>There could have, perhaps, been more practice on arrays before the final examination...more review time/problem solving using all concepts learned</td>
</tr>
<tr>
<td>change the programming language? vb is outdated.</td>
</tr>
<tr>
<td>Show how difficult the end of the course can be earlier on.</td>
</tr>
<tr>
<td>Nothing</td>
</tr>
<tr>
<td>The course could be improved by maybe giving more examples to look through and understand on some of the more difficult topics.</td>
</tr>
<tr>
<td>Explain things more thoroughly,</td>
</tr>
<tr>
<td>Go more in-depth on how to use some of the file systems (namely the Yahoo Stock Price HW submission)</td>
</tr>
</tbody>
</table>
I felt like we moved to quickly through array's
Extra credit that is actually doable and won't just help the students who are already doing well in the class.
More instructions with homework

**Would you recommend this course to other students, majors, etc.? Why or why not?**

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you are interested in trying out programming, this course is a good way to start. However, it will be difficult for those who have never coded before.</td>
</tr>
<tr>
<td>Yes. Not sure where I'd use this stuff but it helps to have a little background in programming</td>
</tr>
<tr>
<td>Yes, I learned a lot and I enjoyed the work.</td>
</tr>
<tr>
<td>yes if you have interest in going into tech fields</td>
</tr>
<tr>
<td>Yes, great intro to visual basic.</td>
</tr>
<tr>
<td>Yes absolutely. Intro to programming is a required class for IS concentrations and Professor Gips does a fantastic job with the class</td>
</tr>
<tr>
<td>Not really, it's definitely a topic that is very focused on the interests of those pursuing the major, otherwise it is not really applicable</td>
</tr>
<tr>
<td>yes. it introduces basic concepts important for programming</td>
</tr>
<tr>
<td>Yes, if you want to learn technical skills, it's a good intro class.</td>
</tr>
<tr>
<td>Def to other CSOMers or people who like computers. If not, def not</td>
</tr>
<tr>
<td>I would absolutely recommend this course to students of any major. Programming is a very useful skill, and the class gave a better understanding of computers in general as well.</td>
</tr>
<tr>
<td>Yes, very engaging and need-to-know info for the 21st century.</td>
</tr>
<tr>
<td>Unless you are a computer science major and have a computer science mind, absolutely not. It was extremely difficult.</td>
</tr>
<tr>
<td>Could show you insight and help you to decide if you wanted to be a major in IS or a related field</td>
</tr>
<tr>
<td>Yes; it was very interesting and I learned a lot</td>
</tr>
</tbody>
</table>

**Additional Comments:**

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great course overall, and great professor!</td>
</tr>
<tr>
<td>None.</td>
</tr>
<tr>
<td>At one point I thought about dropping the course and when I went to see the professor to ask for more help or suggestions about how to improve, he told me to drop the class. This was discouraging coming from my professor, who I was approaching for help. The costs associated with dropping a course are high!</td>
</tr>
</tbody>
</table>
Responses to Customized Questions for ISYS215701_2015S_INTRO TO PROGRAMMING/MGMT - James Gips

The textbook contributed to my learning.

| 5 Strongly Agree | 0 0.00% |
| 4 Agree         | 3 10.00% |
| 3 Uncertain     | 2 6.67%  |
| 2 Disagree      | 6 20.00% |
| 1 Strongly Disagree | 4 13.33% |
| N/A N/A         | 15 50.00% |
| **Total**       | 30      |

Statistics

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Standard Deviation</td>
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</tbody>
</table>

The handouts contributed to my learning.

| 5 Strongly Agree | 25 83.33% |
| 4 Agree         | 4 13.33%  |
| 3 Uncertain     | 0 0.00%   |
| 2 Disagree      | 0 0.00%   |
| 1 Strongly Disagree | 0 0.00% |
| N/A N/A         | 1 3.33%   |
| **Total**       | 30        |

Statistics

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<tr>
<td>Standard Deviation</td>
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The outside speakers contributed to my learning.

| 5 Strongly Agree | 12 40.00% |
| 4 Agree         | 13 43.33%  |
| 3 Uncertain     | 2 6.67% |
| 2 Disagree      | 0 0.00%   |
| 1 Strongly Disagree | 0 0.00% |
| N/A N/A         | 3 10.00% |
| **Total**       | 30        |

Statistics

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