

**UNC - Monfort College of Business**  
**Spring 2016 Face to Face**

**Course:** BACS300-003\_201630\_21640: BACS300-003 Information Systems Spring 2016

**Instructor:** Daniel Rush \*

1 - The instructor was prepared for class.																													
Response Option		Weight	Frequency	Percent	Percent Responses			Means																					
Strongly Disagree		(1)	0	0%																									
Disagree		(2)	0	0%																									
Neither Agree Nor Disagree		(3)	0	0%																									
Agree		(4)	9	23.68%																									
Strongly Agree		(5)	29	76.32%																									
<table border="1"> <thead> <tr> <th>Return Rate</th> <th>Mean</th> <th>STD</th> <th>Median</th> <th colspan="2"></th> <th colspan="2"></th> <th colspan="2"></th> </tr> </thead> <tbody> <tr> <td>38/41 (92.68%)</td> <td>4.76</td> <td>0.43</td> <td>5.00</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>										Return Rate	Mean	STD	Median							38/41 (92.68%)	4.76	0.43	5.00						
Return Rate	Mean	STD	Median																										
38/41 (92.68%)	4.76	0.43	5.00																										

2 - The instructor used current and relevant business examples in this class.																													
Response Option		Weight	Frequency	Percent	Percent Responses			Means																					
Strongly Disagree		(1)	0	0%																									
Disagree		(2)	0	0%																									
Neither Agree Nor Disagree		(3)	0	0%																									
Agree		(4)	11	28.95%																									
Strongly Agree		(5)	27	71.05%																									
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Return Rate	Mean	STD	Median																										
38/41 (92.68%)	4.71	0.46	5.00																										

3 - The instructor was unable to answer questions clearly.																													
Response Option		Weight	Frequency	Percent	Percent Responses			Means																					
Strongly Disagree		(1)	16	42.11%																									
Disagree		(2)	17	44.74%																									
Neither Agree Nor Disagree		(3)	2	5.26%																									
Agree		(4)	1	2.63%																									
Strongly Agree		(5)	2	5.26%																									
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Return Rate	Mean	STD	Median																										
38/41 (92.68%)	1.84	1.03	2.00																										

4 - Examinations/assignments fairly reflected material covered.																													
Response Option		Weight	Frequency	Percent	Percent Responses			Means																					
Strongly Disagree		(1)	0	0%																									
Disagree		(2)	1	2.63%																									
Neither Agree Nor Disagree		(3)	6	15.79%																									
Agree		(4)	24	63.16%																									
Strongly Agree		(5)	7	18.42%																									
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Return Rate	Mean	STD	Median																										
38/41 (92.68%)	3.97	0.68	4.00																										

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5 - It was easier to get a good grade in this class than other classes at the same level.										
Response Option		Weight	Frequency	Percent	Percent Responses			Means		
Strongly Disagree		(1)	2	5.26%	█			2.68		
Disagree		(2)	13	34.21%	██████					
Neither Agree Nor Disagree		(3)	19	50%	██████████					
Agree		(4)	3	7.89%	█					
Strongly Agree		(5)	1	2.63%	█					
					0	25	50	75	100	Instructor
Return Rate	Mean	STD	Median							
38/41 (92.68%)	2.68	0.81	3.00							

6 - The instructor did not use class time effectively.										
Response Option		Weight	Frequency	Percent	Percent Responses			Means		
Strongly Disagree		(1)	7	18.42%	████			2.13		
Disagree		(2)	22	57.89%	██████████					
Neither Agree Nor Disagree		(3)	6	15.79%	████					
Agree		(4)	3	7.89%	█					
Strongly Agree		(5)	0	0%						
					0	25	50	75	100	Instructor
Return Rate	Mean	STD	Median							
38/41 (92.68%)	2.13	0.81	2.00							

7 - The instructor did not encourage class participation.										
Response Option		Weight	Frequency	Percent	Percent Responses			Means		
Strongly Disagree		(1)	27	71.05%	██████████			1.37		
Disagree		(2)	10	26.32%	██████					
Neither Agree Nor Disagree		(3)	0	0%						
Agree		(4)	0	0%						
Strongly Agree		(5)	1	2.63%	█					
					0	25	50	75	100	Instructor
Return Rate	Mean	STD	Median							
38/41 (92.68%)	1.37	0.75	1.00							

8 - The faculty member was accessible and responsive during posted office hours or through e-mail, telephone, appointment, or other method.										
Response Option		Weight	Frequency	Percent	Percent Responses			Means		
Strongly Disagree		(1)	0	0%				4.42		
Disagree		(2)	0	0%						
Neither Agree Nor Disagree		(3)	4	10.53%	██					
Agree		(4)	14	36.84%	██████					
Strongly Agree		(5)	20	52.63%	██████████					
					0	25	50	75	100	Instructor
Return Rate	Mean	STD	Median							
38/41 (92.68%)	4.42	0.68	5.00							

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**9 - Assignments did not help my understanding of the course material.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	11	28.95%		1.97
Disagree	(2)	19	50%		
Neither Agree Nor Disagree	(3)	6	15.79%		
Agree	(4)	2	5.26%		
Strongly Agree	(5)	0	0%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	1.97	0.82	2.00		

**10 - I was challenged to think in this course.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0%		4.11
Disagree	(2)	1	2.63%		
Neither Agree Nor Disagree	(3)	3	7.89%		
Agree	(4)	25	65.79%		
Strongly Agree	(5)	9	23.68%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	4.11	0.65	4.00		

**11 - Lectures often seemed disjointed and fragmented.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	10	26.32%		1.87
Disagree	(2)	24	63.16%		
Neither Agree Nor Disagree	(3)	3	7.89%		
Agree	(4)	1	2.63%		
Strongly Agree	(5)	0	0%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	1.87	0.66	2.00		

**12 - The instructor communicated concepts so that I could understand them.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0%		4.03
Disagree	(2)	1	2.63%		
Neither Agree Nor Disagree	(3)	5	13.16%		
Agree	(4)	24	63.16%		
Strongly Agree	(5)	8	21.05%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	4.03	0.68	4.00		

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**13 - The instructor made it clear that he/she did not want to be bothered by students at times other than when the class met.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	22	57.89%		1.47
Disagree	(2)	15	39.47%		
Neither Agree Nor Disagree	(3)	0	0%		
Agree	(4)	1	2.63%		
Strongly Agree	(5)	0	0%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	1.47	0.65	1.00		

**14 - In a typical week during the semester, I spent less than six hours outside of the classroom preparing for this course.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	1	2.63%		3.00
Disagree	(2)	12	31.58%		
Neither Agree Nor Disagree	(3)	12	31.58%		
Agree	(4)	12	31.58%		
Strongly Agree	(5)	1	2.63%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	3.00	0.93	3.00		

**15 - I received oral or written feedback on the work I did in this class.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0%		3.63
Disagree	(2)	5	13.16%		
Neither Agree Nor Disagree	(3)	6	15.79%		
Agree	(4)	25	65.79%		
Strongly Agree	(5)	2	5.26%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	3.63	0.79	4.00		

**16 - I learned a lot in this class.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0%		4.08
Disagree	(2)	1	2.63%		
Neither Agree Nor Disagree	(3)	6	15.79%		
Agree	(4)	20	52.63%		
Strongly Agree	(5)	11	28.95%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	4.08	0.75	4.00		

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**17 - The quality of teaching in this class compared favorably with the quality of teaching in other business classes.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Disagree	(1)	0	0%		4.18
Disagree	(2)	0	0%		
Neither Agree Nor Disagree	(3)	4	10.53%		
Agree	(4)	23	60.53%		
Strongly Agree	(5)	11	28.95%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	4.18	0.61	4.00		

**18 - This class included ethical dimensions of the course material.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	36	94.74%		1.05
No	(2)	2	5.26%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	1.05	0.23	1.00		

**19 - This class included global aspects of the course material.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	38	100%		1.00
No	(2)	0	0%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	1.00	0.00	1.00		

**20 - This class included computer/technology usage**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	38	100%		1.00
No	(2)	0	0%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	1.00	0.00	1.00		

**21 - Student group work/teamwork was required in this class.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	13	34.21%		1.66
No	(2)	25	65.79%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	1.66	0.48	2.00		

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**22 - The team experiences in this class were of value.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	22	59.46%		1.41
No	(2)	15	40.54%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
37/41 (90.24%)	1.41	0.50	1.00		

**23 - Oral presentations were required in this class.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	1	2.63%		1.97
No	(2)	37	97.37%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	1.97	0.16	2.00		

**24 - Written assignments were required in this class.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	22	57.89%		1.42
No	(2)	16	42.11%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	1.42	0.50	1.00		

**25 - Information resources and applications (e.g., internet, databases, library, and other resources) were required in this class.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	36	94.74%		1.05
No	(2)	2	5.26%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	1.05	0.23	1.00		

**26 - There were a number of students cheating in the class.**

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Yes	(1)	0	0%		2.61
No	(2)	15	39.47%		
I don't know	(3)	23	60.53%		
				0 25 50 75 100	Instructor
Return Rate	Mean	STD	Median		
38/41 (92.68%)	2.61	0.50	3.00		

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27 - Plagiarism occurred in this class.													
Response Option		Weight	Frequency	Percent	Percent Responses				Means				
Yes		(1)	0	0%					2.53 				
No		(2)	18	47.37%									
I don't know		(3)	20	52.63%									
					0	25	50	75	100	Instructor			
Return Rate	Mean	STD	Median										
38/41 (92.68%)	2.53	0.51	3.00										

28 - What is your university GPA?												
Response Option		Weight	Frequency	Percent	Percent Responses				Means			
Below 2.0		(1)	0	0%					4.32 			
2.0-2.49		(2)	0	0%								
2.5-2.99		(3)	7	18.92%								
3.0-3.49		(4)	11	29.73%								
3.5-4.0		(5)	19	51.35%								
					0	25	50	75	100	Instructor		
Return Rate	Mean	STD	Median									
37/41 (90.24%)	4.32	0.78	5.00									

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### 29 - What is the greatest strength of this class?

- The professor related news topics to the current material during the week.
- The instruction given on assignments was very helpful allowing for concepts to be picked up quickly.
- The professor is really great- good lectures, encouraged participation.
- It was very well thought out and easy to understand.
- The information learned is very relevant to today's world and I think it will be of use to me in my future career even though my career isn't necessarily technology based
- The strengths included the modern and applicable examples from the software based assignments, textbooks, and the use of Twitter. It made material that would have probably been very boring into something mildly interesting.
- Teaching students how to use these computer programs in the business world.
- Daniel Rush cares about his students, their understand, and success.
- This class was very hands on with many different types of software and I liked that about it.
- Real-world examples from Twitter.
- The greatest strength of this class were the IT LAB assignments and projects because they helped me learn about the different programs and all the different things you can do with them.
- I always knew what to expect/ what was due each class period.
- N/A
- I enjoyed learning about the different systems available to work with in the business world. Honestly, I really have no interest in this stuff but Dr. Rush made me think about and see the value in understanding the underlying concepts behind information systems. Thank goodness he is so personable or I may not have been as engaged as I have been. Thanks!
- He is very helpful and we learn a lot. the class load is a lot but we really do learn a lot for the small amount of time were here.
- the professor is very intelligent in this field
- Rush is a great teacher at applying in book concepts compared to real life current situations. Going over news other students post on Twitter allows the rest of the class to bring in their own definitions of concepts.
- Professor Rush was extremely enthusiastic and always well prepared for class. We had a lot of assignments but they seemed to help with projects and exams.
- That you can do all of the work and do it well to get a good grade.
- The instructor spread our assignments out so that it wasn't a stressful class and I really appreciated that.
- The greatest strength of this class was the material is very relevant and helpful to after college experiences. The professor was always willing to help and went out of his way one time to help us with a question.
- The way the instructor taught in a way that made the material easy to understand. He didn't just talk at us, he encouraged us to participate and that really helped me learn. Also, how current events were used to help us understand that we will be able to use the things we learn outside of the classroom.
- The professor is passionate and clearly knowledgeable in this area.
- class related great to current events. the twitter news made material more interesting. the recordings made class a lot more understandable and made studying easier and more productive
- Using outside material and bringing it into what we are currently learning in class.
- The increase in technological know how
- I liked the Monday lecture, Wednesday/Friday lab set up
- The professor was a good lecturer.
- The usefulness of the information related to the business world.
- The greatest strength of this class was the actually assignments. Working with Excel, Access, Tableau, and Project helped my understanding of how to use each of these programs.
- The strength of this class was that is all relevant skills that you will need later on in the business sector. This is all information that is highly valuable in the technology age that we are in.
- The graded projects. They get you really using the software.



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### 30 - What improvements can be made in this class?

- The coverage of twitter in the beginning of the semester was overly long and felt as if it were taking away from the material we needed to cover for that day. Towards the end I felt the time spent on twitter participation was improved and allowed for more material to be covered. Could be reduced further in my opinion.
- I don't like using social media i.e. Twitter so I lost some point. Also My twitter was stole in the beginning of the semester and have not been able to get in it and am still working with twitter to get it back.
- Maybe have not quite so many topics covered because I felt that since such a variety of topics were covered we weren't able to go in depth at all into any of them
- understanding that some people are careful, deliberate, slow users of different applications (Acess, Tableau, etc), and that you should account for that in your test time as well.
- Only having one day in the lab may be more beneficial, because I tend to get distracted when there is a computer in front of me.
- I believe that the study guides for the exams had too much content and that this made it a lot more difficult than i should have been.
- More interact lectures.
- There were a lot of assignments, but it's understandable. If only there could be less assignments, like less weekly quizzes or just a few things due.
- Possibly less quizzes, more time on the tests.
- The only thing I struggled with in this class is the time limit for the amount of work that was on the tests. The tests were tough and I don't think there was enough time.
- I like the idea of splitting up the lectures so doing half of one chapter and half of the other.
- N/A
- Because I am an old dog trying to learn new tricks, I found the in class computer stuff on Wednesday to be very stressful. I didn't say much in class because I didn't want to slow the whole class down. I felt like I was trying to put 10 pounds of stuff in a 5 pound sack until I rearranged my schedule and started doing things before class. It was a great day when I realized that the recordings were working for the due Friday (later Saturday) projects. Those recordings were really useful and I did the first three assignments without them! It was a lot of work but I'm not afraid of that. I am glad though that I only had one other class (Stats at Aims) so that I could give it the extra time that I needed to work through the technology parts.
- Less work load
- N/A
- N/A
- The quizzes seemed to be the toughest part. He extended the time on the quizzes which really helped.
- Long time limits on the tests and quizzes.
- Sometimes the usage of class time was spent less on the material we were tested on and more on applications from the internet of examples of info systems. This was improved throughout the semester.
- Exams were so long it was hard to finish within the time frame.
- There is such a heavy course load that we just slam through the material and there's little retention possible when we are just grasping for the next straw. I understand high paced work, but this was bordering ridiculous.
- following the recordings was good and i understood it in the moment but quickly forgot it because i was so dependent on the recording
- This class has so much information. Not going over as much information as fast as we do would be helpful. I also feel like we didn't have enough time for tests.
- Theres to much material to maintain a large quantity of quality information
- N/a
- The tests are too long and there were way too many chapters to cover so we flew through them each week and didn't get to focus on any areas. Also I didn't like the weekly participation point amount.
- The amount of work needed in a time frame of taking full course load is a lot.
- The lectures could be improved. They sometimes are hard to follow and see what information is important. I think this is also due to having so much that we covered.
- I think some improvements to this class could be the participation points that are involved in the grade. I understand why they are there because you want people to speak up and contribute during class but I just feel that it is unfair to the people that do not like to speak in class. I just feel like participation points in a junior level class is a little weird because at this point in the college career I shouldn't be forced to talk in class.
- N/A

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### 31 - Other comments?

- The course would benefit from changing days from MWF to TR just to give more time during one session.
- I think the Twitter feed that was relevant to the days topic was helpful seeing how it connected to real life. Having one day in a classroom and then the other two in the lab was good, as i felt i could focus more on the presentation in the classroom better than i would have in the lab. When we are in the lab other people are doing other things online, which is somewhat distracting.
- Also, not having take home quizzes may help. Although that's more of a personal issue, I find it hard to remember to do a take home quiz rather than homework, because I'm so used to quizzes being exclusively done during class. I understand there may not be enough time for in class quizzes, but some alternative would prevent people from forgetting to do them.
- All three days of lecture should be in the lab. if monitors should be disabled for the lecture that can be made clear before class to make sure students pay attention. I believe this would help encase there was extra time to start a projects or do quizzes or even tweet after the lecture has been completed.
- Hes a good professor, however there was a lot of busy work required for the course.
- Dr. Rush was great at explaining everything and seemed to love the class. He was always prepared. Lectures were sometimes long and boring and didn't help to have them in the computer lab because everyone just played on the computer. Overall Dr. Rush did a great job of teaching the class and was always willing to help when needed. He's a very nice professor!
- I thought the set up of the class was good I like having lecture 1 day a week and then having the other 2 days in the lab to work on our projects. I enjoyed this class as I learned a lot from it. Also, the professor was good and was very knowledgeable on the subject.
- N/A
- I appreciated Dr. Rush's flexibility to implement suggestions that we had given him during a small course evaluation questionnaire. Things like weekend deadlines instead of everything due by 5:00 p.m. on a Friday afternoon helps folks like me that have a full time job and are a nontraditional student. I definitely understand the 5:00 p.m. deadline when dealing with the 18-22 year old students- they probably do tend push the deadline to the last minute. In my case, it's just that that's when I have the free time to really sit down and work thing through. I also appreciated having the slides posted before the lecture instead of after so that I could take notes on them and have stuff consolidated all in one spot.
- The work load is very high but overall he is a very good professor. You will learn when you take his class. but i think having in class participation not be so heavily reliant on speaking. I think it should be there but not half the points maybe like 35points attendance 15 points in class participation out of 50. that way it is more based on if you are there and it makes it easier for some students like myself that don't want to speak up and are intimidated to speak up. Just a thought.
- I have a friend taking this class with a different professor who split the exam across two different days. Because our exams were such a time crunch for a majority of the class, this might be something the professor could consider.
- i like having the training due wed after class and the training due saturday or friday afternoon
- N/a
- Very in-depth instructor which i liked a lot.
- I liked how the class was one day in a classroom and the other two were in the lab.
- n/a
- I thought that you were one the best professors that I had this semester at MCB with the way that you taught and how you were receptive to students. This class was taught well and I definitely learned a fair amount of information.
- Thanks for a great semester!