

Num	Rank												Mean				Standard Deviation				%ile	QuestionDescription				
	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A							No Resp	Class	Dept	Col	Univ	Class	Dept	Col			Univ			
A. Course Organization and Planning																										
1	1	9%	5	45%	3	27%	1	9%	1	9%	0	0%			0	0%	3.36	4.36	4.33	4.38	1.12	0.84	0.91	0.90	5	Expl of Requirements
2	4	36%	6	55%	1	9%	0	0%	0	0%	0	0%			0	0%	4.27	4.51	4.45	4.44	0.65	0.73	0.83	0.86	23	Prep for Class
3	4	36%	6	55%	1	9%	0	0%	0	0%	0	0%			0	0%	4.27	4.48	4.43	4.43	0.65	0.77	0.86	0.89	24	Command of Subj
4	1	9%	7	64%	2	18%	1	9%	0	0%	0	0%			0	0%	3.73	4.31	4.33	4.40	0.79	0.95	0.97	0.93	10	Use of Class Time
5	1	9%	5	45%	5	45%	0	0%	0	0%	0	0%			0	0%	3.64	4.34	4.29	4.32	0.67	0.88	0.99	1.00	11	Sum Important Pts
Weighted Average for A. Course Organization and Planning													3.85													
B. Communication																										
6	2	18%	8	73%	1	9%	0	0%	0	0%	0	0%			0	0%	4.09	4.41	4.30	4.33	0.54	0.84	0.98	0.99	23	Presentations
7	9	82%	2	18%	0	0%	0	0%	0	0%	0	0%			0	0%	4.82	4.58	4.61	4.67	0.40	0.72	0.75	0.72	57	Command of Lang
8	3	27%	7	64%	1	9%	0	0%	0	0%	0	0%			0	0%	4.18	4.42	4.37	4.41	0.60	0.80	0.92	0.91	21	Use of Examples
9	3	27%	3	27%	4	36%	1	9%	0	0%	0	0%			0	0%	3.73	4.30	4.28	4.31	1.01	0.86	0.93	0.95	11	Challenging Probs
10	7	64%	4	36%	0	0%	0	0%	0	0%	0	0%			0	0%	4.64	4.54	4.46	4.48	0.50	0.77	0.87	0.88	49	Enthusiasm
Weighted Average for B. Communication													4.29													
C. Faculty/Student Interaction																										
11	5	45%	5	45%	1	9%	0	0%	0	0%	0	0%			0	0%	4.36	4.46	4.41	4.44	0.67	0.88	0.93	0.93	28	Helpfulness
12	7	64%	3	27%	0	0%	1	9%	0	0%	0	0%			0	0%	4.45	4.60	4.55	4.58	0.93	0.76	0.82	0.80	23	Respect for Stds
13	5	45%	4	36%	2	18%	0	0%	0	0%	0	0%			0	0%	4.27	4.53	4.45	4.45	0.79	0.74	0.86	0.90	23	Concern-Progress
14	5	45%	4	36%	2	18%	0	0%	0	0%	0	0%			0	0%	4.27	4.48	4.39	4.39	0.79	0.80	0.91	0.94	27	Avail for Extra Help
15	6	55%	4	36%	0	0%	1	9%	0	0%	0	0%			0	0%	4.36	4.58	4.50	4.53	0.92	0.75	0.85	0.85	22	Listen to Std Ideas
Weighted Average for C. Faculty/Student Interaction													4.35													
D. Assignment, Exams and Grading																										
16	2	18%	6	55%	1	9%	2	18%	0	0%	0	0%			0	0%	3.73	4.38	4.41	4.44	1.01	0.88	0.88	0.88	8	Inform How Graded
17	1	9%	3	27%	4	36%	3	27%	0	0%	0	0%			0	0%	3.18	4.26	4.22	4.28	0.98	0.92	0.99	1.00	5	Clarity of Exam
18	1	9%	6	55%	3	27%	1	9%	0	0%	0	0%			0	0%	3.64	4.35	4.38	4.39	0.81	0.84	0.87	0.93	9	Exam Coverage
19	4	36%	3	27%	3	27%	1	9%	0	0%	0	0%			0	0%	3.91	4.22	4.22	4.29	1.04	0.95	1.00	1.01	17	Comments on Work
20	1	9%	0	0%	1	9%	0	0%	0	0%	9	82%			0	0%	4.00	4.19	4.21	4.28	1.41	0.94	0.99	1.00	24	Quality of Text
21	1	9%	4	36%	5	45%	0	0%	1	9%	0	0%			0	0%	3.36	4.19	4.25	4.31	1.03	0.95	1.01	1.00	6	Assignment Helpful
Weighted Average for D. Assignment, Exams and Grading													3.58													
E. Supplementary Instruction Methods																										
22	2	18%	5	45%	2	18%	1	9%	1	9%	0	0%			0	0%	3.55	4.13	4.18	4.29	1.21	0.88	0.94	0.94	9	Small Group Discus
23	4	36%	5	45%	2	18%	0	0%	0	0%	0	0%			0	0%	4.18	3.91	4.13	4.26	0.75	1.01	0.95	0.95	36	Term Paper/Project
24	2	18%	2	18%	1	9%	1	9%	0	0%	5	45%			0	0%	3.83	4.17	4.25	4.35	1.17	0.85	0.92	0.94	15	Lab Exercises
25	6	55%	4	36%	1	9%	0	0%	0	0%	0	0%			0	0%	4.45	3.99	4.14	4.29	0.69	1.03	1.00	0.97	56	Group Projects
26	4	36%	4	36%	0	0%	1	9%	0	0%	2	18%			0	0%	4.22	4.10	4.24	4.33	0.97	1.01	0.97	0.97	38	Case Studies, ...
27	1	9%	0	0%	1	9%	1	9%	0	0%	8	73%			0	0%	3.33	4.22	4.27	4.32	1.53	0.93	0.96	0.99	10	Course Journals
28	4	36%	4	36%	2	18%	0	0%	1	9%	0	0%			0	0%	3.91	4.25	4.36	4.39	1.22	0.88	0.88	0.91	14	Use of Computers
Weighted Average for E. Supplementary Instruction Methods													4.00													



	Rank												Mean				Standard Deviation								
Num	5-Much More	4-More	3-Same	2-Less	1-Much Less	0-N/A							No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
F. Course Outcomes																									
29	0	0%	4	36%	6	55%	1	9%	0	0%	0	0%		0	0%	3.27	3.64	3.69	3.81	0.65	0.94	1.02	1.04	14	Learning Increased
30	0	0%	2	18%	9	82%	0	0%	0	0%	0	0%		0	0%	3.18	3.64	3.69	3.83	0.40	0.90	0.97	1.02	10	Achieved Objectives
31	0	0%	4	36%	7	64%	0	0%	0	0%	0	0%		0	0%	3.36	3.62	3.57	3.72	0.50	1.01	1.12	1.15	25	Interest in Subject
32	1	9%	4	36%	5	45%	0	0%	1	9%	0	0%		0	0%	3.36	3.66	3.70	3.85	1.03	0.95	1.03	1.06	14	Think Independently
33	1	9%	5	45%	5	45%	0	0%	0	0%	0	0%		0	0%	3.64	3.71	3.73	3.87	0.67	0.96	1.04	1.09	27	Actively Involved
Weighted Average for F. Course Outcomes												3.36													
34	1	9%	5	45%	5	45%	0	0%	0	0%	0	0%		0	0%	3.64	3.68	3.76	3.88	0.67	0.87	0.97	1.03	29	Effort Put In
35	1	9%	2	18%	7	64%	0	0%	1	9%	0	0%		0	0%	3.18	3.57	3.70	3.84	0.98	0.83	0.91	0.98	5	Prepared for Class
36	2	18%	4	36%	5	45%	0	0%	0	0%	0	0%		0	0%	3.73	3.57	3.73	3.84	0.79	0.93	1.03	1.10	40	Challenged by Crs
Num	5-Very Diff	4-Some Diff	3-About Right	2-Some Elem	1-Very Elem								No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
37	3	27%	4	36%	4	36%	0	0%	0	0%			0	0%	3.91	3.28	3.38	3.39	0.83	0.61	0.73	0.77		Level of Difficulty	
Num	5-Much Heav	4-Heavier	3-About Same	2-Lighter	1-Much Light								No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
38	8	73%	1	9%	2	18%	0	0%	0	0%			0	0%	4.55	3.26	3.17	3.20	0.82	0.75	0.76	0.85		Work Load	
Num	5-Very Fast	4-Some Fast	3-About Right	2-Some Slow	1-Very Slow								No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
39	1	9%	6	55%	3	27%	1	9%	0	0%			0	0%	3.64	3.13	3.23	3.28	0.81	0.59	0.65	0.66		Pace of Course	
Num	5-Very Effic	4-Effective	3-Mod Effic	2-Some Ineff	1-Ineffective	0-N/A							No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
40	0	0%	7	64%	3	27%	1	9%	0	0%	0	0%	0	0%	3.55	3.99	3.97	4.04	0.69	0.90	0.96	0.96	13	Quality of Instruct	
Num	1-Maj/Minor	2-College Rea	3-Elective	4-Other									No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
41	10	91%	0	0%	0	0%	1	9%					0	0%	1.27	1.32	1.28	1.42	0.90	0.67	0.61	0.68		Description of Crs	
Num	1-Freshman	2-Sophomore	3-Junior	4-Senior	5-Graduate	6-Other							No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
42	0	0%	0	0%	0	0%	0	0%	11	100%	0	0%	0	0%	5.00	3.86	2.99	2.42	0.00	0.60	1.16	1.25		Class Level	
Num	1-Better Engl	2-Better Other	3-Equal										No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
43	11	100%	0	0%	0	0%							0	0%	1.00	1.08	1.08	1.06	0.00	0.35	0.36	0.32		Comm in English	
Num	1-Female	2-Male											No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
44	3	27%	8	73%									0	0%	1.73	1.55	1.53	1.35	0.47	0.50	0.50	0.48		Gender	
Num	1-A	2-A-	3-B+	4-B	5-B-	6-C	7-Below C						No Resp	Class	Dept	Col	Univ	Class	Dept	Col	Univ	%ile	QuestionDescription		
45	5	45%	1	9%	4	36%	1	9%	0	0%	0	0%	0	0%	2.09	2.73	2.90	2.75	1.14	1.54	1.70	1.70		Grade Expected	

### Footnotes

1. Percentile specifies the percentage of means that were less than or equal to your mean. For example, if you have a percentile of 45 for question 3, then 45 percent of the other courses evaluated had a class mean less than or equal to your class mean for question 3.
2. Standard Deviation is a measure of the dispersion of the students' responses. Lower standard deviation indicates more agreement among responses, and higher standard deviation indicates less agreement among responses.
3. N/A and missing responses were not included in the computation of means or percentiles.

# OPEN COMMENTS:

502  
F 18

## 1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

The simulation, general concepts discussed in class, using Tableau:

## 2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

- Remove "L" Training (waste of time) — No
- Make the Practice Simulation be due for a grade to incentivise the students to do it. — Can't do... so far as I know.
- Space out simulation due dates and don't make them due on weekends.  
↳ Allow students a choice

## 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

- I did not read a single article for this class  
↳ Reading reviews now required.
- I found the professor very knowledgeable and taught the concepts well



# OPEN COMMENTS:

## 1) I BELIEVE THE MOST EFFECTIVE PART OF THIS

**COURSE WAS:** The simulation. This allowed me to really see what an HR professional would do and how expensive decisions are.

## 2) TO IMPROVE THIS COURSE IN FUTURE

**SEMESTERS, THE PROFESSOR:** other than through the simulation, it was tough to really figure out what an HR professional would do on a day to day basis, what exactly their job is. → Not the purpose of the course.

## 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

To explain the purpose of R, the purpose of it is exposure. Also showing how to connect it to Tableau.

↳ Done.

# OPEN COMMENTS:

## 1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

The first exam articles and questions.  
The Interviews and questions.  
The simulation.

## 2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

Should require students to take the new undergrad class including R studio and Tableau before this one. More focus can then be put into working with the software instead of just trying to understand/learn how to use it.

Bring analytics into stats

## 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I would have liked to learn the more practical/realistic side of HR. For example, if I started a HR job tomorrow, where would I start? What are the day-to-day requirements of HR?

You probably wouldn't...

Payroll. Not what the course is about.

This was covered in module 1 on HR strategy

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

the slideshows and learning DataCamp.

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

Should separate the workload of the course throughout the semester better. It feels very overwhelming in the first 4-5 weeks.

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

It is hard to see the connections of all the different parts of the course to each other as a whole course. They all just feel like completely unrelated topics that do not tie into each other at all.

↓  
allows  
readings to  
be deleted  
& insights  
shared.

# OPEN COMMENTS:

## 1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

The powerpoint presentations were very informative, especially the notes section.

## 2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

Done. Reinforce workload between group members early on in the semester. Use R and/or Tableau as a module in the course as in-class instruction.

## 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

I really enjoyed the interview assignment of this course. They provided great amounts of insight from real HR professionals. I also really enjoyed the simulation. The simulation enabled us to see real world what happens within the HR department.



# OPEN COMMENTS:

## 1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

Simulation,

## 2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

Maybe offset R assignments (due Saturday/Sunday) to lessen the amount of workload due before each class; Rearrange R lessons to better suit the learner  
Remove Tableau from class or move til the end to make R the focal point. Possibly set aside a class for R training

## 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Your enthusiasm for course material was contagious. Really enjoyed the challenge this class presented.



# OPEN COMMENTS:

**1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:**

The simulation

**2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:**

Balance the workload. Extremely easy to be burned out before half semester is over due to workload.

**3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:**

It's very discouraging to feel as if you are putting in this much work & the grade does not necessarily reflect. More balanced workload would hopefully help.

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

The simulation

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

① Students should be told that Tableau does not facilitate a deep analysis of data. Only surface level. R wasn't that useful. Jobs posted do have Tableau as a requirement

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Good job.

# OPEN COMMENTS:

## 1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

- summarized powerpoints
- constructive feedback

## 2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

- take out  $\frac{1}{2}$  lesson data camp load - just expose us
- fewer assignments on the program - too many leads to burn out, then the students are dis-engaged

→ set the syllabus at the beginning - no changes through the semester

→ take our feedback into account after 4 weeks

## 3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

Not all feedback should be taken into account

These two comments don't fit.



# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

*Discussion*

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

*Explain/show R more in class if you will suggest in TABLEAU*

*will do*

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

# OPEN COMMENTS:

1) I BELIEVE THE MOST EFFECTIVE PART OF THIS COURSE WAS:

The Simulation

2) TO IMPROVE THIS COURSE IN FUTURE SEMESTERS, THE PROFESSOR:

~~too~~ tone down the work load some.  
2 Simulation within 3 days is difficult.  
leaving you to fall short in other aspects

3) I WOULD LIKE MY PROFESSOR TO KNOW THAT:

|  
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