Teaching Dossier

of

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Finance and MIS
University of Minnesota Duluth

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Overview/Introduction

I am Associate Professor of Management Information Systems (MIS) at the Labovitz School of Business and Economics, University of Minnesota Duluth (UMD), a branch campus the University of Minnesota with a student population of around 13,000 in Northern Minnesota. I was hired as Assistant Professor in 2002 and received tenure in 2008. I have taught a total of eight different courses while employed at UMD.

Teaching Responsibilities

Synopsis of Courses Taught

FMIS 3201 Management Information Systems
This course covers conceptual foundations, structure, development, and implementation of information systems for social organizations. It emphasizes computer-based systems and their behavioral and societal implications for management.

FMIS 3222 Systems Analysis and Design
This course covers both the analysis and design phases of the systems development life cycle. It emphasizes feasibility study, project management, requirements analysis and design specifications using contemporary logical and physical modeling techniques.

FMIS 2201 IT in Business
The goal of this sophomore-level course (130 students per section) is to demystify information technology (IT) and empower students to be fluent in their IT-related tasks, giving them a sense of control in the use of electronic productivity tools, and various problem solving and decision-making applications. This sense of control and confidence with technology provides students with an advantage as they search for employment in the current competitive marketplace.

FMIS 4220 Medical Informatics
The course describes how health IT helps providers better manage clinical practice, reduce medical errors, and improve quality of patient care and safety by supporting evidence-based and patient-centric medicine, informing and empowering consumers to take better care of their health. This course enriches students' portfolio of working knowledge toward a high-level understanding of the health IT domain, medical informatics and its myriad applications in healthcare.

FMIS 3241 Data Analytics
This course introduces the basic elements of data analytics and how to analytically think about data and its role in business. Huge amounts of data are being collected from individuals, businesses and governments, providing opportunities to analyze data systematically for improving decision-making. The course will examine fundamental principles and techniques of business analytics, illustrate real-world examples in different business contexts working "hands-on" using business analytics applications including SAS, R and Weka, develop data-analytic thinking, and ultimately appreciate that proper application is as much an art as it is a science.

FMIS 8995 MBA Special Topics-Management of Information Technology
Using a case study approach, this course provides an appreciation of the complex issues surrounding information systems development (ISD) and in enabling business processes with information technology. The focus of the course is on the planning phase including project management and the analysis phase, specifically, the area of requirements definition. The course also focuses on why systems development projects often fail, providing students with the tools to recognize trouble spots in ISD.

FMIS 8995 Special Topics-Web 2.0 Strategies
The course will provide a survey of a new wave of Internet technologies, dubbed Web 2.0, which allows the Web to be used in different ways than previously. Using a combination of case studies and hands-on exercises, the course demonstrates how enhanced user-site interactivity offers businesses unique opportunities.

Other Courses that I can teach
Database Management and SQL – Using MS Access/SQL Server
Systems/Mobile Application Development – Java, Visual Studio/.NET, iOS and Android
e-Commerce Strategy – Business models and Web design

Teaching History

2008-Current	***Associate Professor, University of Minnesota Duluth, MN*** FMIS 3241 Data Analytics, 3 semesters FMIS 2201 IT in Business, 23 semesters FMIS 3222 Systems Analysis and Design, 19 semesters FMIS 4220 Medical Informatics, 12 semesters FMIS 8995 MBA Special Topics, Management of Information Technology, Web 2.0 Strategies, 3 semesters
2002-2007	***Assistant Professor, University of Minnesota Duluth, MN*** FMIS 2201 IT in Business, 3 semesters FMIS 3201 Management Information Systems, 6 semesters FMIS 3202 Enterprise System Architectures, 1 semester FMIS 3222 Systems Analysis and Design, 11 semesters FMIS 4222 Trends and Issues in MIS, 4 semesters
2002	***Adjunct Professor, University Malaya, Malaysia.*** Introduction to IT, Graduate Level, 1 semester
1988-1992	***Graduate Teaching Fellow, University of North Texas, Denton, TX.*** BCIS 2160 Introduction to Computers in Business, Undergraduate, 6 semesters BCIS 3610 Basic Information Systems, Undergraduate, 5 semesters BCIS 3620 File Concepts and Procedures -- COBOL I, Undergraduate, 2 semesters BCIS 5210 Management Information Systems, Graduate Level, 3 semesters
1990-1991	***Assistant Instructor, Professional Development Institute, Denton, Texas.*** Tutored IRS/Customs officers in IT (equivalent to a BCIS Degree course) in two 15-week intensive summer courses.

Teaching Philosophy

My philosophy for teaching includes: (1) ensuring that students learn and apply the fundamentals of the courses I teach, (2) equipping them with the framework, methods and tools so that they can further their learning in other courses and in their workplace, (3) for my upper-level courses, molding the student into a well-rounded professional that can work effectively in teams, be skilled interpersonally and able to communicate well as well as contribute to their organization and to society, and (4) making my courses fun and enjoyable, because when students enjoy learning, they will learn by themselves and will not require me to learn for them. To accomplish these goals, a multitude of strategies will be necessary.

Teaching Strategies

The first strategy is to show respect, care, kindness and tenderness for all students, regardless of their diversity and level of interest in the course. As a sage used to say, "Be like the fruit tree, people throw stones at them and they throw back fruits." I believe that all students are capable, that students have something to contribute, and when they do, I will gain from that insight. Nothing but positive things will come from the respect, care, kindness and tenderness that I offer students. Therefore, I will not in any way behave in a condescending manner, or belittle their work, or act in a way that suggests that they are incapable. Sometimes it is advisable to be silent or abstain from responding because my words or actions can be misconstrued. The kindness and tenderness that I show does not mean that I will violate principles of fairness and justice. Students who disrespect their work and other students need to be advised in a kind manner as well.

The second strategy is to know my students well so that I can understand how best they learn. Different students have different ways of learning and my methods may not be the best approach to their learning. Some students may require more handholding than others. I accomplish this by asking them to tell me about themselves on the first day. I will explain to them why the course is structured in a certain way so that even if they do not like the course, they will understand the reasons for teaching it that way. "You won't like me after this…but…". I believe that it is important to establish rapport with the students early in the semester.

The third strategy is to make sure that the materials I teach are informative, useful and well-organized, based on solid theoretical concepts and up-to-date. I believe that if the students are clear on the structure of the course and understand what is expected of them, they will perform effectively. If I plan to deviate from the text, I will explain the justification and the content of the deviation clearly. This is more critical in information systems because the field is multi-disciplinary and complex and the technology changes rapidly. I will spend a lot of time preparing the materials so that the lab sessions, individual assignments, group projects and exams will help students learn the difficult concepts and skills as painlessly as possible. This is accomplished by starting with easy everyday examples so that students can relate and then link the basic knowledge they gained to handle more complex materials. This strategy can also be supported by providing students with a roadmap of the course and what they are expected to understand and apply. Models and examples from past semesters or exams (especially for subjective, open-ended exams) are extremely useful to students so I will provide those examples.

The fourth strategy is to incorporate a constructivist, active-learning approach into the syllabus. I usually start by posing a problem or example, and asking students to provide data from their reading to engage in the discussion to solve that problem. I use lectures to build the framework that help students study their material, to highlight problems in the subject matter and to stimulate interest. I will guide them through the subject matter by relating to something they already know and facilitate their discoveries of things they do not yet know. All of these are enhanced by bringing in real-life examples into the classroom and getting them involved in the problem solving process. This will give them a sense of achievement and accomplishment that will further enhance their interest in the course. By asking them to use the knowledge they gained by solving problems in class, I will improve their understanding of critical concepts. A simple example of this process is to go through the exercises from the textbook in class.

The fifth strategy is to provide quality feedback as quickly as possible to students so that they can learn from their work. I will discuss common errors students are making and review (debrief) homework and exams with the students to make sure they have understood the goals of the tests.

The sixth strategy is to make sure that when I am planning for courses, especially new courses or senior level courses, I am not teaching too much, or that I am not asking the students to do too much, or to perform beyond their expected level of performance. I understand that this can be very frustrating to the student. It is better for students to understand in depth on a few topics rather than to cover too many topics that they cannot benefit from at the end. Students remember their best teachers because their best teachers teach them something profound that they can carry with them throughout their life.

The seventh strategy is to always interlace the class with humor because humor can lighten the load the student is experiencing. However, I will do this with care because humor may be misconstrued as talking down at them. I see my students becoming professionals that are emphatic towards their customers' needs; hold high standards of quality and can appreciate a diverse subject matter. I see them thinking independently and creatively by posing questions, examining assumptions and exploring alternatives. I see them able to communicate well in presentations or in writing. I put a lot of emphasis in writing because effective writing will carry them a long way. I see them as team players that listen well and support others in developing their own ideas.

Teaching Effectiveness

I provide evidence for my teaching effectiveness in the form of student testimonials, evaluations and innovative strategies.

Student Testimonials

The following pages contain testimonials (mostly images from scans of the original documents) from students who have benefited from my teaching effectiveness

Scott Mackenthurn, IT Business Analyst, The Hartford

> Dr. Hassan is a professional teacher who is very dedicated to the success of every student. He demonstrates this by always making himself available in and out of the classroom. He has an excellent way of verbally communicating class materially and setting the expectations of his class. Dr. Hassan effectively leverages his knowledge and real world experience to prepare students for the business world that awaits them after college. Personally, his teachings have affected me in a positive way. This past summer I interned with The Hartford working as a Project Manager (PM) which led to a full time offer starting after graduation. Unequivocally, I know that Dr. Hassan and the teachings of his class had a big impact on me receiving this offer. The importance of learning MS Project and Visio in Systems Analysis and Design are critical to being a successful PM in any company. Furthermore, learning the various System Development Life Cycles are crucial to being an effective PM. Finally, the case study that his students work on throughout the course mirrors the challenges a PM will face in the business world.
>
> Dr. Hassan is a superlative professor and a valuable asset to any institution or student he works with. I know his teachings and attitudes will positively affect every student he teaches like they did for me.

Luke Gallagher, Technical Consultant at Thomson Reuters, San Diego, CA

> I had the pleasure of having Dr. Hassan for an instructor for many classes since fall term of 2004. He was my instructor for the core FMIS classes such as FMIS 1201 and FMIS 3201 as well as Systems Analysis and Design. Systems class, as we all called it, was the most relevant class I had compared to my current career responsibilities. He was also the faculty representative for the FMIS club I participated in during the 2004-2006 school years.
>
> I believe Nik has had a great impact on my scholarly career and also my professional career. The style of teaching he used as well as the evaluation of performance he used did an excellent job of simulating "real world" situations on projects I currently work on. His assignments and projects were difficult at times, but they forced you to be ambitious and proactive to complete them on time and in good quality.
>
> Dr. Hassan used a variety of methods to teach his class. His assignments ranged from typical textbook study to "real world like" simulations. The simulation our group did was designed well with respect to real situations. The semester-long project followed a life cycle that is very close to the projects I do for my work today.
>
> Another great benefit of having Nik for a teacher was his genuine concern for the education of his students. He demonstrated this by always giving timely feedback on all assignments. He also had a policy of letting the students learn from their mistakes by resubmitting any assignments they did not get a perfect score on. This is a good policy because that is typically the policy I have found to be true in my line of work. So many classes and teachers have the policy of "You are wrong on this assignment, so that is the grade you will receive on it." In the real world it is always "We don't think this will work, you need to change this in order for us to accept your proposal."
>
> Dr. Hassan was also very good about keeping regular office hours as well as extending office hours whenever his students needed extra time. He put this extra time to make sure his students were able to meet the demands of his assignments.

Jay Knute, IT Professional, ITSS, University of Minnesota Duluth, MN

Nik Hassan has been an advisor to me and many other students at the University Minnesota Duluth (UMD) for several years. I feel honored and obligated to help support him in furthering his career goals and choices by writing this letter.

I offer a different perspective then what the typical student due to my age and experiences. I am a nontraditional student who returned to college after having a life changing accident. I graduated with a Bachelor's Degree in Business Administration with a focus in Management Information Systems. I currently work for SISU Medical Solutions and have an office at Community Memorial Hospital in Cloquet, Minnesota.

I give great credit and appreciation to what Mr. Hassan has offered to me and other students. He is dedicated and works diligently to help people in many arenas. I remember having some pretty significant family issues at one time and Mr. Hassan took the time to talk with me. Being an older student, I found that some instructors would treat me differently but not Mr. Hassan. I appreciate his supportive nature and encouragement; which I believe allowed me to continue with college, when things were tough in my life.

I worked on an under-graduate research project with Mr. Hassan. My role in the research was to gather data and give a brief synopsis. The mechanical portion of this was rather boring but the conversations with Mr. Hassan pulled the information together for me and opened my eyes to a very different world. This really motivated me to expand my thinking and researching for myself and helped me give perspective to my current work.

Having sat through many classes of his, I can vouch for many of his abilities. One very memorable class I had with him was Systems. In my opinion, Mr. Hassan did an incredible job taking a huge topic and condensing it into something that could be digested in one semester. It was a very challenging class and I believe Mr. Hassan had a unique and interesting way of addressing it. There was an incredible amount of work to do, more then most other classes I was taking at the time. During the class, other students would become frustrated and simply not want to do the work. I can honestly say that after that class was finished, I felt proud and had a feeling that I knew what I was doing. Mr. Hassan's style of teaching was conducive to me. In that class, when you turned in your assignments, you received prompt feedback. Opportunities were made to make corrections and Mr. Hassan was always willing to meet with me to clarify information or directions.

Mr. Hassan empowers his students to do their best and help to promote a good work ethic that I feel is slipping from our nation. His door is always open and if you go down there today during school hours, he is likely talking with students, in class teaching or preparing for those meetings. When you knock, he will greet you and try to help if need be. He is always available for students and even ex-students who need help.

I hope this letter helps give perspective to what I feel Mr. Hassan has done for me and other students at UMD. Mr. Hassan is a highly qualified and admired instructor; empathetic counselor/advisor; and deserving educator.

Jay Knute
MIS Director
Community Memorial Hospital
512 Skyline Blvd
Cloquet, MN. 55720
218-878-7613

Michael Suggs, Software Engineer, Heathland, Minneapolis, MN

I would like to take this opportunity to highlight some of the key personality characteristics and behaviors that make him an outstanding teacher and leader. I first met Dr. Hassan through my MIS major requirements, one of those being system analysis and design. This is a technical course involves a vast understanding of a wide variety of technologies and theories. Dr. Hassan has repeatedly been committed to learning and developing these technologies for class application. He has showed continuing efforts to build and develop MIS students by providing out of class experiences, like a field trip to the IBM facilities. Dr. Hassan has a strong ability to bridge the gap between the business world and the realm of complex technologies. Often taking complex ideas and breaking them down into ideas that can be understood by non-technical users. Many teachers at UMD don't encourage students to meet with them one on one for help with materials. Dr. Hassan's commitment to the students is far above that of an average teacher, with his door always open to students struggling with the materials. Dr. Hassan's commitment to the MIS department and UMD is far above that of an average professor. There are no words to express my high level of confidence in Dr. Hassan's ability to understand, interpret, and utilize technology.

Eric Kaufmann, Senior Software Engineer at Surescripts, Minneapolis, MN

I came to know Dr. Hassan after declaring a major in Management Information Systems.   Two classes I enrolled in with Dr. Hassan, System Analysis and Design (FMIS 3222, spring 06) and Medical Informatics (FMIS 4220, Fall '06), had a significant impact on my learning and prepared me for my professional career.

When I started System Analysis and Design (SAD), I knew very little about the system/software development process. Even though the development process was complex, students learned quickly due to Dr. Hassan's effective teaching methods. Throughout the course of the class, we grew impressed with the methodologies and tools used in the development process of a large system. Dr. Hassan explained different development methodologies, where they are appropriately used and their importance in the industry. Besides providing a platform of understanding, we used relevant tools to create proposals and diagrams for analysis and creation of our own systems. The hands-on approach Dr. Hassan utilized solidified our SAD knowledge and gave us applicable experience for implementing it. I remember a particular assignment that I had done poorly on. Upon returning my paper, Dr. Hassan asked if I wanted to review it with him. His dedication is something that is seen too little at Universities. After participating in his classes and absorbing Dr. Hassan's enthusiasm, I became more confident and dedicated to my college path.

The next semester I needed to choose a class to fulfill another MIS elective. I knew very little about Medical Informatics and felt it did not appeal to me. However, when I saw Dr. Hassan was teaching the course, it became more appealing. I chose to take the class because I enjoyed my previous experiences with Dr. Hassan and knew I would excel because of his dedication and enthusiasm. In this class I really gained an appreciation of Dr. Hassan's teaching style. The class body consisted mainly of students pursuing an MIS or HealthCare Management Degree. Balancing the curriculum and assignments between these stark disciplines was a daunting task. I thought Dr. Hassan handled it very well, as I gained a lot from the course. He stressed the fact that computers have an ability to streamline processes yet they have a comparatively small impact on the healthcare industry. In this class we dived deep into the inherent problems of proposed HealthCare solutions. He urged us to look beyond the obvious notion of using computers to create a paperless system and to eliminate redundant data. He urged us to think create our solutions to the HealthCare system's prevalent and increasing problems. It was in this course that I realized that I could create technology to solve problems and make real difference.

That same semester I joined the MIS club, where Dr. Hassan would frequently offer insight and valuable stories. Hearing his perspective and how his career developed was inspiring and educational. He urged us to just spend a little time with technologies to get to know them. He also set up a trip to Federated Insurance, a company that was hiring MIS grads, that I attended.   He suggested questions to ask them.

Dr. Hassan was one of my favorite professors, because he exhibits real enthusiasm about the content he teaches that easily translates. He also approaches his curriculum as a solution to real world problems making them applicable and interesting.

Dr. Hassan was also my advisor and has provided reference's for me for jobs I have applied for, including my current one at ImageTrend. When I applied at imagetrend I talked about final projects I had done for both previous mentioned classes and I believe these contributed to my employment as a software developer in the EDS department (Emergency Data Systems), where I have worked on EMS and Fire Inspections data services.

Margaret Perko, Medical School Student, University of Minnesota Duluth, MN

It is my pleasure to be asked to comment on Dr. Hassan's contributions to myself, LSBE, and UMD. I recently graduated from UMD with a degree in Human Resource Management and Healthcare Management. I had two courses with Dr. Hassan, both of which were challenging, yet still enjoyable. I also got to know Dr. Hassan better through the Outreach Committee where I served as a student representative. I know that he was an important part of my rewarding experience at LSBE and will continue to be a valuable asset to future students.

As a sophomore, I enrolled in Dr. Hassan's FMIS 3201 course, not knowing anything about him or his teaching style. Although this was a general class with a large quantity and variety of topics, Dr. Hassan always taught with a great deal of enthusiasm and passion for the subject so that the class did not feel as overwhelming as it actually was. However, I do remember having very difficult tests and had to commit many hours to studying for his exams. When I enrolled in Dr. Hassan's Medical Informatics class my junior year, I knew what Dr. Hassan's teaching style had been, so I was expecting a great semester with a lot of hard work ahead. This course is when I really got to know Dr. Hassan and realized what a commitment he has to both students and the university. When I took the course, it was the first time that it had been offered and the mix of students was from completely opposite sides of the business school spectrum. Half of the students were senior level MIS majors with vast knowledge of computer programming and information systems while the other half of us were junior and senior level Healthcare Management students with little or no knowledge of programming, but a deeper understanding of the business of health. From the start of the course, Dr. Hassan addressed the differences in knowledge and skills, but used the diversity to its fullest potential. He challenged us every day to contribute to course discussions and think outside the box to predict the problems we might face and the solutions we could make for them. Each night, I came out of the classroom feeling that Dr. Hassan had done his homework just as thoroughly as we had done ours by researching the topics he was unfamiliar with and constantly applying current situations and cases to our learning. He was also committed to making the course better by continually asking for our feedback on how the class was going and how he could make it better. Looking back on that semester, I knew that Dr. Hassan put every bit of effort he could into make the course what it was – a valuable learning experience for everybody who was a part of the course, including himself.

I had a chance to serve as a student representative on the LSBE Outreach Committee as a sophomore and junior. When I first started on the committee, I was quite intimidated by a room full of professors with incredible knowledge of their fields and numerous important items on their agendas. However, Dr. Hassan was one of those professors who did not look at me as a student, but as a person with experiences to offer. He was often the first to ask me what my opinion as a student was and make sure that the ideas being proposed were beneficial for the students they were meant to help. Not only did he make me feel included, but Dr. Hassan made me feel that everything I said was a valuable piece of input that could be used to improve LSBE.

Dr. Hassan is passionate about the subjects he teaches, but also compassionate in the way he treats his students. I remember towards the end of our Medical Informatics class, I realized that the project I was working on would be nearly impossible to finish on time and that I had made mistakes early on that were making the final product completely wrong. I was nervous to go in to Dr. Hassan's office and admit

that I didn't think I could finish the project correctly nor on time. Although I nearly had a complete meltdown in Dr. Hassan's office that day, he calmly reassured me that the project was not impossible and that he understood that most people in the class were also bogged down with other classes and stressful deadlines and so instead of having us turn in unfinished, lower quality projects, he extended our deadline to give just enough time to make them better. He gave me advice on how to fix the problem with my project, but also reminded me that one project was not the most important thing in the world and that keeping my sanity was more important than perfection on a project. When I returned home to work on my project later that night, I had a renewed sense of confidence and found myself having fun and wanting to put extra effort into the things that would make it better. I remember telling Dr. Hassan later on that I wished I had come directly to him earlier so that I could have had more fun with the project rather than been so overcome with stress about it. From this experience, I realized that Dr. Hassan cared about our quality of work rather than our ability to turn in anything we could finish on time. More importantly I found that a professor is capable of understanding the life of a student and respect that their academic and social life was not strictly restricted to his one course or one project.

Although the courses I took from Dr. Hassan were important to my learning in the classroom, I believe that his better qualities come from the passion he has for students succeeding in life outside of the classroom. Many times in class, he would mention how excited he was that one of his students had an interview at a prominent company or had landed their dream job in the field of their choice. I know that he wasn't bringing up these examples to take credit for their success, but because he was truly excited and proud of them for succeeding in their goals. Even after graduation, Dr. Hassan has contacted me to check up on how my new endeavors are going and give some words of encouragement to keep me on track.

I am extremely excited that Dr. Hassan has applied for promotion and tenure at UMD and sincerely hope that other students will have the opportunity to experience his teaching in LSBE. Dr. Hassan is a professor that I admire and respect for both his work in the classroom and his commitment to students outside of the classroom. He is a valuable part of LSBE and I know he will continue to be influential to every student that has the pleasure of getting to know him.

Alexander Mott, FMIS 2201 IT in Business Student

Dear Professor Hassan,

I would love to give you some feedback on the class. As far as teaching methods go I believe that you are spot on. You make sure to go over any foreseeable problems that we may encounter as far as system upgrades interfering with our assignments go. I also find it helpful when you show us the step by step instructions for writing code in class. While I find the power points on HTML and CSS to be very constructive, it is the in class instructions after having done the previous reading that really help to clear things up. Like I said today, over the past couple days I had gotten lost and a bit discouraged, however once I actually sat down and read the power points everything started to come together for me. I would highly recommend the continued use of such clarifying power points for future classes and courses, they are immensely helpful.

What has impressed me about this course is how much useful information we are learning and actually using in class. Before this course I had a general idea of how technology worked but after only a month and a half I have already learned far more than I have in high school or any other learning venue. I think it's so cool because I now have a deeper understanding of how things in the real world operate, I have recently used my laptop in so many more capacities than I

had previously done in two years of owning it. In other classes we've used excel but they assumed we knew how to use it and only gave a brief intro on it so I would get lost in class and need to study up on the basics. I've learned how to operate programs used by nearly everyone in the business world (Microsoft Office) and I think that such skills have prepared me more for the business world than any other class that I've taken here so far. I also think coding is really cool after having a better understanding of it, I was thinking of writing more code outside of class just for fun because it is a completely different world to me with endless possibilities. Overall I think I have become so much more marketable in the business world after having taken this course and I really appreciate all the work you put into teaching us. I know it can't be easy but I believe this prepares students more for real jobs than anything I've seen so far.

Alex Mott

Teaching Evaluations

The following pages contain summaries of student evaluations from the courses that I am currently teaching and selected student feedback. The evaluation system is based on a 1-6 scale with 6 as the highest. Several evaluation sheets contain coded responses. A legend for the responses is provided below:

A. Delivery of Instruction: 1. The instructor used appropriate and effective instructional methods, 2. The Instructor's teaching style motivated me to learn. 3. The instructor used class time well

B. Articulating Expectations and Assessing Learning: 4. The instructor clearly articulated expectations for this course. 5. The instructor provided regular and helpful assessment of my progress in the class. 6. The course assignments, exams, and projects were a good measure of my learning.

C. Creating an Environment that Supports Learning: 7. The instructor created an open, respectful environment that supported my learning 8. The instructor was available at designated times outside of class. 9. I felt comfortable asking questions in class and for help outside of class.

D. Administrative Issues: 10. The instructor was organized: 11. The instructor graded my work in a timely way 12. The text(s) and/or other required materials were a necessary part of the course.

E. Other: 13. I would recommend this instructor to a fellow student. 14. Overall, I learned a lot in this course

Condensed Item Analysis Report

Course Call # 47005	Semester 5	Year 14

Filter: Call # = Hassan,Nik R. FMIS3222-1-s2014

The instructor used appropriate and effective instructional methods

Response	Frequency	Percent	Mean: 4.50
1	0	0.00	
2	0	0.00	
3	5	19.23	
4	11	42.31	
5	2	7.69	
6	8	30.77	
Missing	0	0.00	

The instructor's teaching style motivated me to learn

Response	Frequency	Percent	Mean: 4.23
1	0	0.00	
2	2	7.69	
3	6	23.08	
4	9	34.62	
5	2	7.69	
6	7	26.92	
Missing	0	0.00	

The instructor used class time well

Response	Frequency	Percent	Mean: 3.81
1	2	7.69	
2	7	26.92	
3	2	7.69	
4	5	19.23	
5	3	11.54	
6	7	26.92	
Missing	0	0.00	

The instructor clearly articulated expectations for this course

Response	Frequency	Percent	Mean: 4.31
1	2	7.69	
2	2	7.69	
3	3	11.54	
4	7	26.92	
5	3	11.54	
6	9	34.62	
Missing	0	0.00	

The instructor provided regular and helpful assessment of my progress in the class

Response	Frequency	Percent	Mean: 4.54
1	1	3.85	
2	1	3.85	
3	4	15.38	
4	6	23.08	
5	5	19.23	
6	9	34.62	
Missing	0	0.00	

The course assignments, exams, and projects were a good measure of my learing

Response	Frequency	Percent	Mean: 4.64
1	1	3.85	
2	1	3.85	
3	1	3.85	
4	10	38.46	
5	2	7.69	
6	10	38.46	
Missing	1	3.85	

The instructor created an open, respectful environment that supported my learning

Response	Frequency	Percent	Mean: 4.69
1	0	0.00	
2	1	3.85	
3	3	11.54	
4	9	34.62	
5	3	11.54	
6	10	38.46	
Missing	0	0.00	

The instructor was available to designated times outside of class

Response	Frequency	Percent	Mean: 5.19
1	0	0.00	
2	0	0.00	
3	1	3.85	
4	6	23.08	
5	6	23.08	
6	13	50.00	
Missing	0	0.00	

I felt comfortable asking questions in class and/or for help outside of class

Response	Frequency	Percent	Mean: 5.12
1	1	3.85	
2	0	0.00	
3	0	0.00	
4	5	19.23	
5	8	30.77	
6	12	46.15	
Missing	0	0.00	

The instructor was organized

Response	Frequency	Percent	Mean: 4.12
1	2	7.69	
2	4	15.38	
3	3	11.54	
4	5	19.23	
5	4	15.38	
6	8	30.77	
Missing	0	0.00	

The instructor graded my work in a timely way

Response	Frequency	Percent	Mean: 4.42
1	2	7.69	
2	1	3.85	
3	1	3.85	
4	10	38.46	
5	4	15.38	
6	8	30.77	
Missing	0	0.00	

The text(s) and/or other required materials were a necessary part of the course

Response	Frequency	Percent	Mean: 4.77
1	2	7.69	
2	0	0.00	
3	1	3.85	
4	6	23.08	
5	7	26.92	
6	10	38.46	
Missing	0	0.00	

I would recommend this instructor to a fellow student

Response	Frequency	Percent	Mean: 4.38
1	1	3.85	
2	3	11.54	
3	2	7.69	
4	8	30.77	
5	3	11.54	
6	9	34.62	
Missing	0	0.00	

Overall, I learned a lot in this course

Response	Frequency	Percent	Mean: 4.85
1	1	3.85	
2	0	0.00	
3	2	7.69	
4	7	26.92	
5	5	19.23	
6	11	42.31	
Missing	0	0.00	

Condensed Item Analysis Report

Filter: Call # = Hassan,Nik R. FMIS4220-1-f2014

A1

Response	Frequency	Percent	Mean: 4.54
1	0	0.00	
2	0	0.00	
3	2	7.69	
4	11	42.31	
5	10	38.46	
6	3	11.54	
Missing	0	0.00	

A2

Response	Frequency	Percent	Mean: 4.19
1	0	0.00	
2	1	3.85	
3	5	19.23	
4	11	42.31	
5	6	23.08	
6	3	11.54	
Missing	0	0.00	

A3

Response	Frequency	Percent	Mean: 4.38
1	1	3.85	
2	0	0.00	
3	3	11.54	
4	10	38.46	
5	8	30.77	
6	4	15.38	
Missing	0	0.00	

B1

Response	Frequency	Percent	Mean: 4.77
1	0	0.00	
2	0	0.00	
3	2	7.69	
4	9	34.62	
5	8	30.77	
6	7	26.92	
Missing	0	0.00	

B2

Response	Frequency	Percent	Mean: 4.38
1	0	0.00	
2	1	3.85	
3	1	3.85	
4	13	50.00	
5	9	34.62	
6	2	7.69	
Missing	0	0.00	

B3

Response	Frequency	Percent	Mean: 4.27
1	1	3.85	
2	1	3.85	
3	2	7.69	
4	13	50.00	
5	4	15.38	
6	5	19.23	
Missing	0	0.00	

C1

Response	Frequency	Percent	Mean: 4.77
1	0	0.00	
2	0	0.00	
3	2	7.69	
4	11	42.31	
5	4	15.38	
6	9	34.62	
Missing	0	0.00	

C2

Response	Frequency	Percent	Mean: 5.16
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	7	26.92	
5	7	26.92	
6	11	42.31	
Missing	1	3.85	

C3

Response	Frequency	Percent	Mean: 5.08
1	0	0.00	
2	1	3.85	
3	1	3.85	
4	7	26.92	
5	3	11.54	
6	14	53.85	
Missing	0	0.00	

D1

Response	Frequency	Percent	Mean: 4.69
1	0	0.00	
2	1	3.85	
3	2	7.69	
4	8	30.77	
5	8	30.77	
6	7	26.92	
Missing	0	0.00	

D2

Response	Frequency	Percent	Mean: 3.77
1	2	7.69	
2	2	7.69	
3	4	15.38	
4	12	46.15	
5	4	15.38	
6	2	7.69	
Missing	0	0.00	

D3

Response	Frequency	Percent	Mean: 3.60
1	4	15.38	
2	1	3.85	
3	4	15.38	
4	11	42.31	
5	2	7.69	
6	3	11.54	
Missing	1	3.85	

E1

Response	Frequency	Percent	Mean: 4.31
1	1	3.85	
2	1	3.85	
3	2	7.69	
4	11	42.31	
5	7	26.92	
6	4	15.38	
Missing	0	0.00	

E2

Response	Frequency	Percent	Mean: 4.65
1	0	0.00	
2	1	3.85	
3	1	3.85	
4	10	38.46	
5	8	30.77	
6	6	23.08	
Missing	0	0.00	

Condensed Item Analysis Report

Filter: Call # = Hassan,Nik R. FMIS2201-3-f2014

A1
Response	Frequency	Percent	Mean: 5.00
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	30	36.59	
5	22	26.83	
6	30	36.59	
Missing	0	0.00	

A2
Response	Frequency	Percent	Mean: 4.65
1	0	0.00	
2	3	3.66	
3	8	9.76	
4	28	34.15	
5	17	20.73	
6	25	30.49	
Missing	1	1.22	

A3
Response	Frequency	Percent	Mean: 5.23
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	17	20.73	
5	28	34.15	
6	36	43.90	
Missing	1	1.22	

B1
Response	Frequency	Percent	Mean: 5.22
1	0	0.00	
2	0	0.00	
3	5	6.10	
4	12	14.63	
5	24	29.27	
6	40	48.78	
Missing	1	1.22	

B2
Response	Frequency	Percent	Mean: 4.95
1	0	0.00	
2	0	0.00	
3	7	8.54	
4	20	24.39	
5	23	28.05	
6	30	36.59	
Missing	2	2.44	

B3
Response	Frequency	Percent	Mean: 4.99
1	0	0.00	
2	1	1.22	
3	4	4.88	
4	21	25.61	
5	23	28.05	
6	31	37.80	
Missing	2	2.44	

C1
Response	Frequency	Percent	Mean: 5.20
1	0	0.00	
2	0	0.00	
3	1	1.22	
4	20	24.39	
5	23	28.05	
6	38	46.34	
Missing	0	0.00	

C2
Response	Frequency	Percent	Mean: 5.15
1	0	0.00	
2	0	0.00	
3	2	2.44	
4	21	25.61	
5	21	25.61	
6	37	45.12	
Missing	1	1.22	

12

C3

Response	Frequency	Percent	Mean: 4.96
1	0	0.00	
2	1	1.22	
3	5	6.10	
4	26	31.71	
5	13	15.85	
6	36	43.90	
Missing	1	1.22	

D1

Response	Frequency	Percent	Mean: 5.26
1	0	0.00	
2	1	1.22	
3	1	1.22	
4	17	20.73	
5	20	24.39	
6	43	52.44	
Missing	0	0.00	

D2

Response	Frequency	Percent	Mean: 4.93
1	0	0.00	
2	1	1.22	
3	4	4.88	
4	26	31.71	
5	19	23.17	
6	31	37.80	
Missing	1	1.22	

D3

Response	Frequency	Percent	Mean: 4.83
1	1	1.22	
2	1	1.22	
3	8	9.76	
4	21	25.61	
5	20	24.39	
6	30	36.59	
Missing	1	1.22	

E1

Response	Frequency	Percent	Mean: 5.21
1	0	0.00	
2	0	0.00	
3	2	2.44	
4	21	25.61	
5	17	20.73	
6	42	51.22	
Missing	0	0.00	

E2

Response	Frequency	Percent	Mean: 5.07
1	1	1.22	
2	1	1.22	
3	3	3.66	
4	16	19.51	
5	25	30.49	
6	35	42.68	
Missing	1	1.22	

Condensed Item Analysis Report

Filter: Call # = Hassan,Nik R. FMIS2201-1-f2014

A1

Response	Frequency	Percent	Mean: 4.81
1	1	1.18	
2	3	3.53	
3	3	3.53	
4	25	29.41	
5	24	28.24	
6	28	32.94	
Missing	1	1.18	

A2

Response	Frequency	Percent	Mean: 4.52
1	2	2.35	
2	2	2.35	
3	14	16.47	
4	24	28.24	
5	16	18.82	
6	26	30.59	
Missing	1	1.18	

A3

Response	Frequency	Percent	Mean: 5.00
1	1	1.18	
2	0	0.00	
3	7	8.24	
4	20	23.53	
5	18	21.18	
6	38	44.71	
Missing	1	1.18	

B1

Response	Frequency	Percent	Mean: 5.12
1	1	1.18	
2	1	1.18	
3	2	2.35	
4	20	23.53	
5	18	21.18	
6	41	48.24	
Missing	2	2.35	

B2

Response	Frequency	Percent	Mean: 4.99
1	0	0.00	
2	2	2.35	
3	3	3.53	
4	24	28.24	
5	18	21.18	
6	35	41.18	
Missing	3	3.53	

B3

Response	Frequency	Percent	Mean: 4.66
1	2	2.35	
2	3	3.53	
3	5	5.88	
4	26	30.59	
5	21	24.71	
6	25	29.41	
Missing	3	3.53	

C1

Response	Frequency	Percent	Mean: 5.20
1	1	1.18	
2	0	0.00	
3	4	4.71	
4	18	21.18	
5	14	16.47	
6	47	55.29	
Missing	1	1.18	

C2

Response	Frequency	Percent	Mean: 5.05
1	1	1.18	
2	3	3.53	
3	6	7.06	
4	16	18.82	
5	12	14.12	
6	45	52.94	
Missing	2	2.35	

14

C3

Response	Frequency	Percent	Mean: 4.89
1	3	3.53	
2	2	2.35	
3	8	9.41	
4	18	21.18	
5	10	11.76	
6	43	50.59	
Missing	1	1.18	

D1

Response	Frequency	Percent	Mean: 5.07
1	0	0.00	
2	1	1.18	
3	5	5.88	
4	20	23.53	
5	19	22.35	
6	39	45.88	
Missing	1	1.18	

D2

Response	Frequency	Percent	Mean: 5.06
1	2	2.35	
2	0	0.00	
3	5	5.88	
4	17	20.00	
5	20	23.53	
6	40	47.06	
Missing	1	1.18	

D3

Response	Frequency	Percent	Mean: 4.43
1	2	2.35	
2	7	8.24	
3	10	11.76	
4	23	27.06	
5	18	21.18	
6	24	28.24	
Missing	1	1.18	

E1

Response	Frequency	Percent	Mean: 4.89
1	2	2.35	
2	1	1.18	
3	4	4.71	
4	25	29.41	
5	17	20.00	
6	35	41.18	
Missing	1	1.18	

E2

Response	Frequency	Percent	Mean: 4.88
1	3	3.53	
2	0	0.00	
3	3	3.53	
4	26	30.59	
5	18	21.18	
6	34	40.00	
Missing	1	1.18	

15

Condensed Item Analysis Report

Course Call # 11299   **Semester** 5   **Year** 15

Filter: Call # = Hassan,Nik R. FMIS2201-002-s2015

The instructor used appropriate and effective instructional methods

Response	Frequency	Percent	Mean: 4.97
1	0	0.00	
2	0	0.00	
3	3	3.80	
4	24	30.38	
5	24	30.38	
6	28	35.44	
Missing	0	0.00	

The instructor's teaching style motivated me to learn

Response	Frequency	Percent	Mean: 4.72
1	0	0.00	
2	1	1.27	
3	11	13.92	
4	21	26.58	
5	22	27.85	
6	24	30.38	
Missing	0	0.00	

The instructor used class time well

Response	Frequency	Percent	Mean: 5.08
1	0	0.00	
2	1	1.27	
3	4	5.06	
4	16	20.25	
5	24	30.38	
6	33	41.77	
Missing	1	1.27	

The instructor clearly articulated expectations for this course

Response	Frequency	Percent	Mean: 5.23
1	0	0.00	
2	0	0.00	
3	1	1.27	
4	14	17.72	
5	30	37.97	
6	34	43.04	
Missing	0	0.00	

The instructor provided regular and helpful assessment of my progress in the class

Response	Frequency	Percent	Mean: 4.91
1	1	1.27	
2	1	1.27	
3	4	5.06	
4	20	25.32	
5	24	30.38	
6	28	35.44	
Missing	1	1.27	

The course assignments, exams, and projects were a good measure of my learing

Response	Frequency	Percent	Mean: 4.68
1	1	1.27	
2	3	3.80	
3	10	12.66	
4	18	22.78	
5	21	26.58	
6	26	32.91	
Missing	0	0.00	

The instructor created an open, respectful environment that supported my learning

Response	Frequency	Percent	Mean: 5.19
1	0	0.00	
2	0	0.00	
3	2	2.53	
4	15	18.99	
5	28	35.44	
6	34	43.04	
Missing	0	0.00	

The instructor was available to designated times outside of class

Response	Frequency	Percent	Mean: 5.12
1	1	1.27	
2	1	1.27	
3	2	2.53	
4	16	20.25	
5	22	27.85	
6	36	45.57	
Missing	1	1.27	

I felt comfortable asking questions in class and/or for help outside of class

Response	Frequency	Percent	Mean: 5.08
1	1	1.27	
2	1	1.27	
3	3	3.80	
4	15	18.99	
5	25	31.65	
6	34	43.04	
Missing	0	0.00	

The instructor was organized

Response	Frequency	Percent	Mean: 5.19
1	0	0.00	
2	0	0.00	
3	1	1.27	
4	12	15.19	
5	37	46.84	
6	29	36.71	
Missing	0	0.00	

The instructor graded my work in a timely way

Response	Frequency	Percent	Mean: 5.10
1	0	0.00	
2	1	1.27	
3	1	1.27	
4	18	22.78	
5	28	35.44	
6	31	39.24	
Missing	0	0.00	

The text(s) and/or other required materials were a necessary part of the course

Response	Frequency	Percent	Mean: 4.90
1	1	1.27	
2	2	2.53	
3	3	3.80	
4	20	25.32	
5	25	31.65	
6	28	35.44	
Missing	0	0.00	

I would recommend this instructor to a fellow student

Response	Frequency	Percent	Mean: 5.15
1	0	0.00	
2	1	1.27	
3	1	1.27	
4	20	25.32	
5	20	25.32	
6	37	46.84	
Missing	0	0.00	

Overall, I learned a lot in this course

Response	Frequency	Percent	Mean: 5.16
1	0	0.00	
2	1	1.27	
3	2	2.53	
4	14	17.72	
5	28	35.44	
6	34	43.04	
Missing	0	0.00	

17

Condensed Item Analysis Report

Course Call # 11308   **Semester** 5   **Year** 15

Filter: Call # = Hassan,Nik R. FMIS3222-001-s2015

The instructor used appropriate and effective instructional methods

Response	Frequency	Percent	Mean: 4.64
1	0	0.00	
2	1	4.00	
3	1	4.00	
4	8	32.00	
5	11	44.00	
6	4	16.00	
Missing	0	0.00	

The instructor's teaching style motivated me to learn

Response	Frequency	Percent	Mean: 4.60
1	0	0.00	
2	0	0.00	
3	3	12.00	
4	10	40.00	
5	6	24.00	
6	6	24.00	
Missing	0	0.00	

The instructor used class time well

Response	Frequency	Percent	Mean: 4.72
1	0	0.00	
2	0	0.00	
3	4	16.00	
4	7	28.00	
5	6	24.00	
6	8	32.00	
Missing	0	0.00	

The instructor clearly articulated expectations for this course

Response	Frequency	Percent	Mean: 4.56
1	0	0.00	
2	3	12.00	
3	1	4.00	
4	6	24.00	
5	9	36.00	
6	6	24.00	
Missing	0	0.00	

The instructor provided regular and helpful assessment of my progress in the class

Response	Frequency	Percent	Mean: 4.64
1	0	0.00	
2	1	4.00	
3	3	12.00	
4	7	28.00	
5	7	28.00	
6	7	28.00	
Missing	0	0.00	

The course assignments, exams, and projects were a good measure of my learing

Response	Frequency	Percent	Mean: 4.56
1	0	0.00	
2	1	4.00	
3	4	16.00	
4	4	16.00	
5	12	48.00	
6	4	16.00	
Missing	0	0.00	

The instructor created an open, respectful environment that supported my learning

Response	Frequency	Percent	Mean: 4.72
1	1	4.00	
2	0	0.00	
3	2	8.00	
4	7	28.00	
5	7	28.00	
6	8	32.00	
Missing	0	0.00	

The instructor was available to designated times outside of class

Response	Frequency	Percent	Mean: 5.20
1	0	0.00	
2	0	0.00	
3	2	8.00	
4	2	8.00	
5	10	40.00	
6	11	44.00	
Missing	0	0.00	

I felt comfortable asking questions in class and/or for help outside of class

Response	Frequency	Percent	Mean: 4.92
1	0	0.00	
2	1	4.00	
3	3	12.00	
4	2	8.00	
5	10	40.00	
6	9	36.00	
Missing	0	0.00	

The instructor was organized

Response	Frequency	Percent	Mean: 4.76
1	0	0.00	
2	1	4.00	
3	2	8.00	
4	8	32.00	
5	5	20.00	
6	9	36.00	
Missing	0	0.00	

The instructor graded my work in a timely way

Response	Frequency	Percent	Mean: 4.48
1	0	0.00	
2	0	0.00	
3	5	20.00	
4	7	28.00	
5	9	36.00	
6	4	16.00	
Missing	0	0.00	

The text(s) and/or other required materials were a necessary part of the course

Response	Frequency	Percent	Mean: 4.67
1	0	0.00	
2	0	0.00	
3	5	20.00	
4	6	24.00	
5	5	20.00	
6	8	32.00	
Missing	1	4.00	

I would recommend this instructor to a fellow student

Response	Frequency	Percent	Mean: 4.68
1	0	0.00	
2	0	0.00	
3	2	8.00	
4	8	32.00	
5	11	44.00	
6	4	16.00	
Missing	0	0.00	

Overall, I learned a lot in this course

Response	Frequency	Percent	Mean: 5.00
1	0	0.00	
2	0	0.00	
3	2	8.00	
4	5	20.00	
5	9	36.00	
6	9	36.00	
Missing	0	0.00	

Condensed Item Analysis Report

Course Call # 11357   **Semester** 5   **Year** 16

Filter: Call # = Hassan,Nik R.FMIS3295-001-S2016

The instructor used appropriate and effective instructional methods

Response	Frequency	Percent	Mean: 5.15
1	0	0.00	
2	0	0.00	
3	1	5.00	
4	3	15.00	
5	8	40.00	
6	8	40.00	

The instructor's teaching style motivated me to learn

Response	Frequency	Percent	Mean: 4.70
1	0	0.00	
2	1	5.00	
3	2	10.00	
4	4	20.00	
5	8	40.00	
6	5	25.00	

The instructor used class time well

Response	Frequency	Percent	Mean: 5.45
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	4	20.00	
5	3	15.00	
6	13	65.00	

The instructor clearly articulated expectations for this course

Response	Frequency	Percent	Mean: 4.90
1	0	0.00	
2	0	0.00	
3	1	5.00	
4	7	35.00	
5	5	25.00	
6	7	35.00	

The instructor provided regular and helpful assessment of my progress in the class

Response	Frequency	Percent	Mean: 4.55
1	1	5.00	
2	1	5.00	
3	2	10.00	
4	4	20.00	
5	6	30.00	
6	6	30.00	

The course assignments, exams, and projects were a good measure of my learing

Response	Frequency	Percent	Mean: 4.35
1	2	10.00	
2	0	0.00	
3	2	10.00	
4	4	20.00	
5	9	45.00	
6	3	15.00	

The instructor created an open, respectful environment that supported my learning

Response	Frequency	Percent	Mean: 5.25
1	0	0.00	
2	0	0.00	
3	1	5.00	
4	4	20.00	
5	4	20.00	
6	11	55.00	

The instructor was available to designated times outside of class

Response	Frequency	Percent	Mean: 5.50
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	2	10.00	
5	6	30.00	
6	12	60.00	

I felt comfortable asking questions in class and/or for help outside of class

Response	Frequency	Percent	Mean: 5.25
1	0	0.00	
2	2	10.00	
3	0	0.00	
4	2	10.00	
5	3	15.00	
6	13	65.00	

The instructor was organized

Response	Frequency	Percent	Mean: 4.80
1	1	5.00	
2	1	5.00	
3	1	5.00	
4	2	10.00	
5	8	40.00	
6	7	35.00	

The instructor graded my work in a timely way

Response	Frequency	Percent	Mean: 4.85
1	1	5.00	
2	0	0.00	
3	1	5.00	
4	5	25.00	
5	5	25.00	
6	8	40.00	

The text(s) and/or other required materials were a necessary part of the course

Response	Frequency	Percent	Mean: 4.00
1	1	5.00	
2	3	15.00	
3	3	15.00	
4	6	30.00	
5	2	10.00	
6	5	25.00	

I would recommend this instructor to a fellow student

Response	Frequency	Percent	Mean: 5.10
1	0	0.00	
2	1	5.00	
3	0	0.00	
4	3	15.00	
5	8	40.00	
6	8	40.00	

Overall, I learned a lot in this course

Response	Frequency	Percent	Mean: 5.35
1	0	0.00	
2	0	0.00	
3	1	5.00	
4	2	10.00	
5	6	30.00	
6	11	55.00	

Condensed Item Analysis Report

Course Call # 11354	Semester 5	Year 16

Filter: Call # = Hassan,Nik R.FMIS3222-001-S2016

The instructor used appropriate and effective instructional methods

Response	Frequency	Percent	Mean: 4.63
1	0	0.00	
2	1	3.33	
3	2	6.67	
4	13	43.33	
5	5	16.67	
6	9	30.00	
Missing	0	0.00	

The instructor's teaching style motivated me to learn

Response	Frequency	Percent	Mean: 4.60
1	0	0.00	
2	1	3.33	
3	4	13.33	
4	9	30.00	
5	8	26.67	
6	8	26.67	
Missing	0	0.00	

The instructor used class time well

Response	Frequency	Percent	Mean: 4.57
1	1	3.33	
2	1	3.33	
3	3	10.00	
4	8	26.67	
5	9	30.00	
6	8	26.67	
Missing	0	0.00	

The instructor clearly articulated expectations for this course

Response	Frequency	Percent	Mean: 4.60
1	0	0.00	
2	1	3.33	
3	6	20.00	
4	9	30.00	
5	2	6.67	
6	12	40.00	
Missing	0	0.00	

The instructor provided regular and helpful assessment of my progress in the class

Response	Frequency	Percent	Mean: 4.67
1	0	0.00	
2	0	0.00	
3	2	6.67	
4	15	50.00	
5	4	13.33	
6	9	30.00	
Missing	0	0.00	

The course assignments, exams, and projects were a good measure of my learing

Response	Frequency	Percent	Mean: 4.63
1	1	3.33	
2	0	0.00	
3	6	20.00	
4	4	13.33	
5	10	33.33	
6	9	30.00	
Missing	0	0.00	

The instructor created an open, respectful environment that supported my learning

Response	Frequency	Percent	Mean: 4.87
1	2	6.67	
2	0	0.00	
3	1	3.33	
4	8	26.67	
5	5	16.67	
6	14	46.67	
Missing	0	0.00	

The instructor was available to designated times outside of class

Response	Frequency	Percent	Mean: 5.27
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	7	23.33	
5	8	26.67	
6	15	50.00	
Missing	0	0.00	

I felt comfortable asking questions in class and/or for help outside of class

Response	Frequency	Percent	Mean: 5.07
1	0	0.00	
2	0	0.00	
3	3	10.00	
4	7	23.33	
5	5	16.67	
6	15	50.00	
Missing	0	0.00	

The instructor was organized

Response	Frequency	Percent	Mean: 4.70
1	0	0.00	
2	3	10.00	
3	1	3.33	
4	9	30.00	
5	6	20.00	
6	11	36.67	
Missing	0	0.00	

The instructor graded my work in a timely way

Response	Frequency	Percent	Mean: 5.10
1	0	0.00	
2	0	0.00	
3	2	6.67	
4	8	26.67	
5	5	16.67	
6	15	50.00	
Missing	0	0.00	

The text(s) and/or other required materials were a necessary part of the course

Response	Frequency	Percent	Mean: 4.37
1	1	3.33	
2	1	3.33	
3	4	13.33	
4	13	43.33	
5	2	6.67	
6	9	30.00	
Missing	0	0.00	

I would recommend this instructor to a fellow student

Response	Frequency	Percent	Mean: 4.87
1	0	0.00	
2	1	3.33	
3	2	6.67	
4	9	30.00	
5	6	20.00	
6	12	40.00	
Missing	0	0.00	

Overall, I learned a lot in this course

Response	Frequency	Percent	Mean: 5.21
1	0	0.00	
2	0	0.00	
3	0	0.00	
4	8	26.67	
5	7	23.33	
6	14	46.67	
Missing	1	3.33	

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15. What does your instructor do especially well?

Is very easy to understand & motivates me every day to learn more. I want to be a business analyst because of Nik! Nik is the best MIS professor at UMD hands down!

16. What could the instructor do to improve his/her teaching?

The exams are a little difficult for the average person, but if one studies they will succeede.

G. (Optional) Additional items added by Instructor:

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15. What does your instructor do especially well?

He was very patient and was very good at explaining what things were.

16. What could the instructor do to improve his/her teaching?

G. (Optional) Additional items added by Instructor:

- great class / great teaching
- really enjayable

15. What does your instructor do especially well?

He is so helpful. He is more than willing to meet outside of class with you to answer any questions you may have; that helped me get through this course.

16. What could the instructor do to improve his/her teaching?

I think it would be helpful if he slowed down a little bit when explaining how to do certain things on your website in-class.

15. What does your instructor do especially well?

Makes class fun, very humorous guy, smart, learned a lot.

16. What could the instructor do to improve his/her teaching?

Slow down and repeat steps when working with Aptana.

15. What does your instructor do especially well?

He knew exactly what he was talking about and teaching us. Very knowledgable on the subject of IT. This subject is hard for many to learn but taught it well.

16. What could the instructor do to improve his/her teaching?

Help us more with understand what to do for the Semester Project. Save more time for him to teach us what to do.

15. What does your instructor do especially well?

I really liked the real life applications that were used to teach in this class, made everything relevant.

16. What could the instructor do to improve his/her teaching?

Spend a little more time lecturing / going over book material for exams.

15. What does your instructor do especially well?

Very respectful and knowledgeable in his field of work

Was always around to answer questions (in office hrs, by appt, or even email)

16. What could the instructor do to improve his/her teaching?

NADA, keep on keepin' on

F. Please provide a brief statement in response to the following two questions:

15. What does your instructor do especially well?

He does an exceptional job at relating the importance of healthcare and how it is important to build a database to store the information.

16. What could the instructor do to improve his/her teaching?

Overall the course is challenging so slowing down when teaching the class about building the database would be nice.

F. Please provide a brief statement in response to the following two questions:

15. What does your instructor do especially well?

He did a great job showing us how to apply to concepts we learned. Very good at helping us understand and making sure we understand the material.

16. What could the instructor do to improve his/her teaching?

Honestly, can't think of anything; great professor

F. Please provide a brief statement in response to the following two questions:

15. What does your instructor do especially well?

Makes things simple, good examples. This is the most practically beneficial class i've taken so far at UMD.

F. Please provide a brief statement in response to the following two questions:

15. What does your instructor do especially well?

He is very organized and precise about his expectations, He explains things in multiple ways and shows very extensive knowledge & experience in the topics he presents.

16. What could the instructor do to improve his/her teaching?

I feel the instructor has done everything he can do to make the course understandable, clear, and passable.

F. Please provide a brief statement in response to the following two questions:

15. What does your instructor do especially well?

Was very good at helping people out if they got stuck. If somebody got stuck or behind he could always catch them up. Also, did very well at demonstrating projects and homework. Made them easy to understand.

F. Please provide a brief statement in response to the following two questions:

15. What does your instructor do especially well?

He explains things very well. He was very helpful for the semester project, which I thought was most interesting part.

F. Please provide a brief statement in response to the following two questions:

15. What does your instructor do especially well?

He is very knowledgeable and tries to relate the course to real life. He explains things well to really try to get the students to understand.

16. What could the instructor do to improve his/her teaching?

I think we needed to spend more time in class learning about Word and Excel and stuff, but he was great at teaching so I wouldn't change anything about the way he taught.

F. Please provide a brief statement in response to the following two questions:

15. What does your instructor do especially well?

Brings practical application to our learning.

Motivates, interests me to learn more, in addition to what we cover in class.

Keeps expectations high in order to measure achievement.

16. What could the instructor do to improve his/her teaching?

More clearly state the goals of the course, some of the other students did not seem to understand the significance of the exercises & assignments.

G. (Optional) Additional Items added by Instructor:

I would like to take more classes w/ this professor/instructor in the future. I feel motivated to learn more about how this course and future ones will improve my education and future career.

Innovative Strategies and Professional Development

This section describes strategies I've implemented to enhance student engagement and improve my teaching effectives

Use of Teaching Content Management Software and Social Media in the Classroom

I used Moodle extensively in the classroom, not just to provide slides, but also to encourage student participation using discussion forums, online quizzes, student response systems (SRS) linked to Moodle.
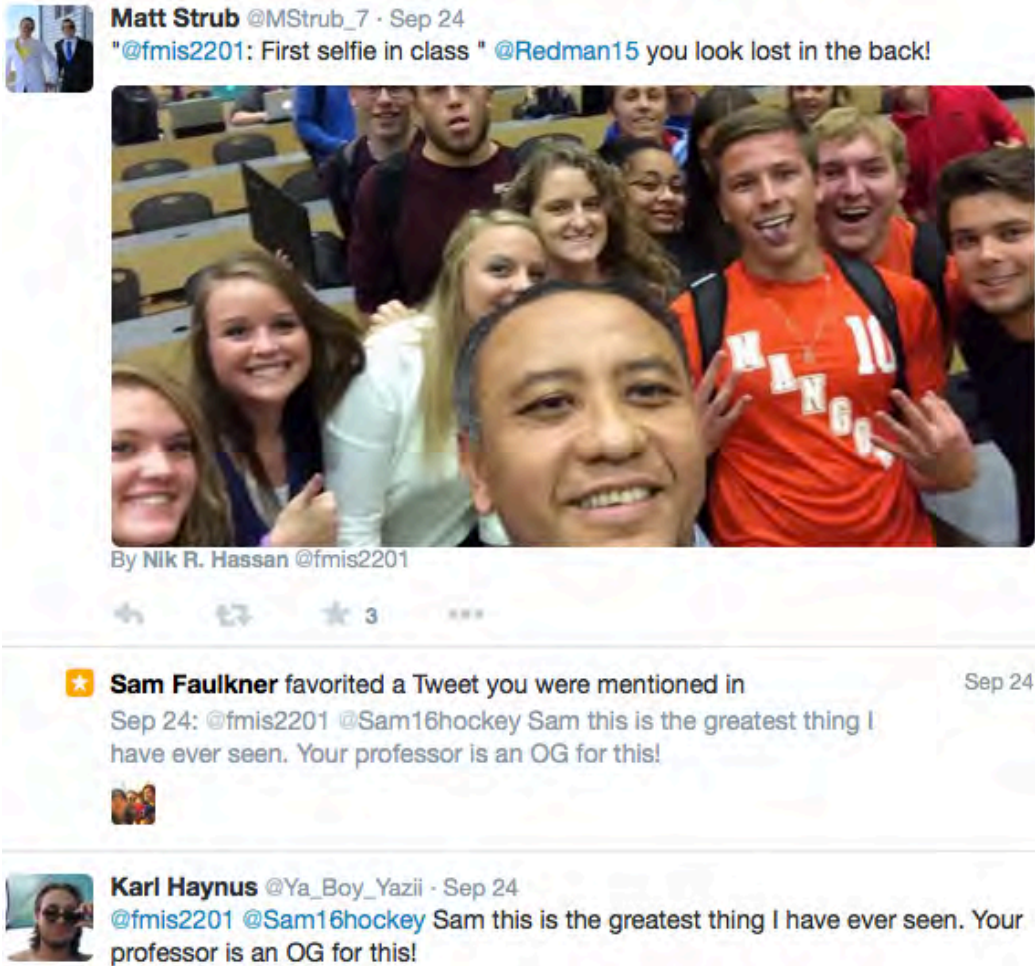
Use of student response systems (SRS) Turning Point Technologies in FMIS 2201 IT in Business

This is a large class format where students are required to bring their laptops into the classroom. To engage this large crowd of students, I've used clickers to engage students in pop quizzes, in-class polls to get feedback on course materials and to perform both formative and summative assessment.

Use of Twitter in the classroom

I've started using Twitter as a way of communicating and informing students of important class requirements and expectations. Results have been positive

Kaitlyn Schneider @KaitlyynMarie · Sep 24
The fact that my FMIS class has a twitter page, be jealous haha. @fmis2201

Allison Millard @allison_millard · Sep 24
"@fmis2201: In lsbe118 " phi sigs sit in the front row.. 😂😂😂😂😂

By Nik R. Hassan @fmis2201

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Robbie Zitzlsperger and 6 others retweeted you   Sep 24
Sep 12: In lsbe118