

# Evaluatieresultaten: Business Intelligence

Evaluatiebeschrijving:

## Algemene informatie

Uitgenodigd:	32
Aantal reacties:	18
Opkomst:	56.3%
Eigenaren:	• Spruit, M.R. (Marco)

## Cursusinformatie Osiris

Cursuscode:	INFOMBIN
Collegejaar:	2014
Periode:	4
Docenten:	• dr. M.R. Spruit
Ingeschreven studenten:	32
Meegedaan aan tentamen:	0 (0%)
Geslaagd*:	0 (100%, 0% van het totaal)

\* = Eindcijfer minstens een 6 of een C-.

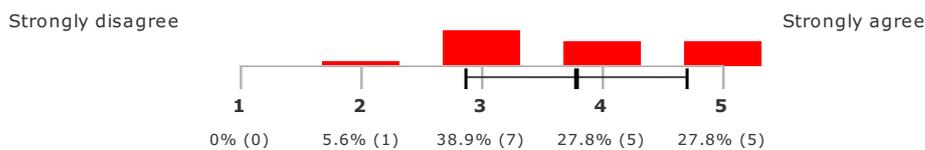
## Behaalde cijfers

Gemm.:	0
Std. dev.:	0

## Overzicht van vragen

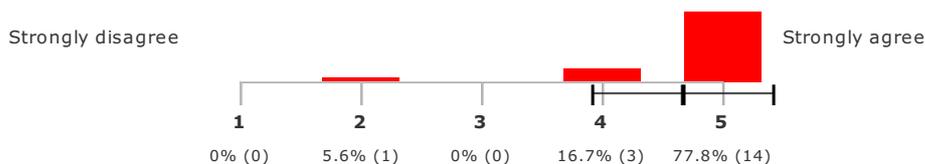
### General

#### I enjoyed the course



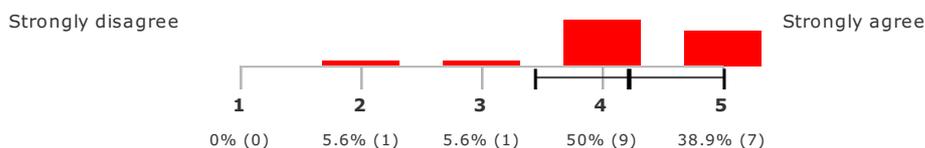
N = 18
Avg. = 3.8
Std. dev. = 0.9

#### The course was relevant for my programme



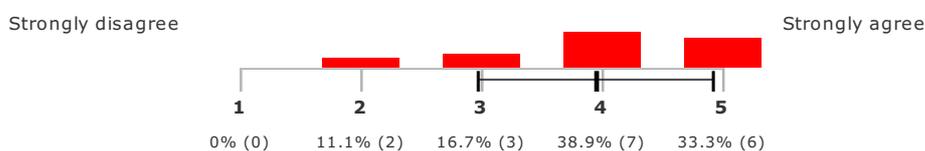
N = 18
Avg. = 4.7
Std. dev. = 0.7

#### I learned a lot from this course



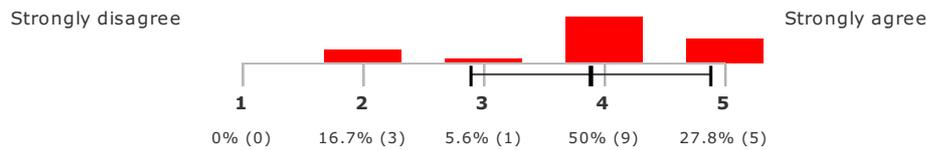
N = 18
Avg. = 4.2
Std. dev. = 0.8

#### My prior knowledge was sufficient to take this course



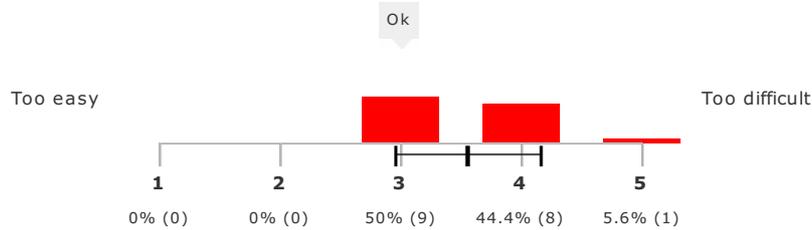
N = 18
Avg. = 3.9
Std. dev. = 1.0

### I know the learning goals of this course.



N = 18
Avg. = 3.9
Std. dev. = 1.0

### The degree of difficulty of this course was



N = 18
Avg. = 3.6
Std. dev. = 0.6

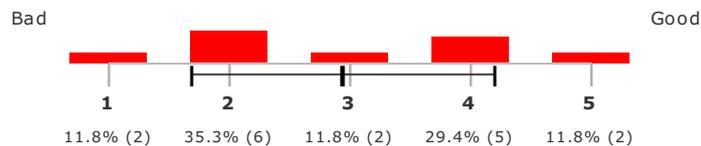
### How many hours per week did you spend on average on this course including classes?



N = 15
Avg. = 21.0
Std. dev. = 3.7

## Facilities

### What is your opinion about the practical aspects of the course (communication, website, announcements, regulations, etc.)



N = 17
Avg. = 2.9
Std. dev. = 1.3

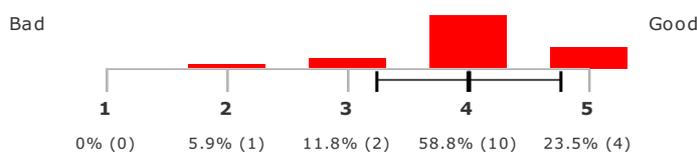
### Other remarks concerning the organisation of the course:

- Good website!
- The communication was not always on time, however when the site was updated there was an okay-amount of information to find (For most assignments). Often we only heard about assignments only one week before the deadline. The communication about deadlines and dates was not clear. Halfway during the period suddenly the report deadline popped up, without further notice. The communication about the goals of the assignments was not always clear. Especially the PDD-assignment. In our workshop / tutorial session, every team created another kind of PDD, while the feedback was about the same for every group: looks okay. The communication between lecturers of different workshops could also be improved.
- The organization was quite bad this year. Partly due to the national holidays, however handling these changes in the planning (because of the holidays) was done bad. One of the main issues was the balance in lectures, assignments and the construction of the grading. I will elaborate some more: - A number of guest lectures were given. During one guest lecture, not even one of the staff members was present. So apparently they use the guest lectures as replacement (while they add not much to the theory and the assignments!). Also the guest lectures were just given (even when regular lectures could not continue), but the main lectures about the chapters were postponed or skipped. - Some guest lectures were interesting and useful, like the ones from Celcus (Jedox crashcourse), however they required us to do an assignment, taking up an unproportional amount of time, with regard to the low percentage of the final grade we got in return. - That brings us to the main issue, the grading system is skewed. You get a large amount of assignments, some take up a lot of time, while only assess for a small part of the final grade! At last some good, the website is slowly updated, however the forum however is maintained quite well by the staff members.
- I don't think that forums work that well for conveying course related information. It would be a better idea to directly place a news post on the dashboard, if something has changed. Now you are not really made aware if something has changed. Therefore you are forced to constantly keep an eye on the forum. Another thing which could be improved is the overall communication. For example, I noticed that for a lot of groups the PDD assignment was unclear. Some more contextual info on the assignment would be appreciated here.

- The communication wasn't very good. The PDD assignment seemed totally irrelevant and was also very badly communicated. In our session only one group understood the assignment, and that was because they kept asking personally to the teacher what they had to do. When I asked on the forum for more explanation about the assignment, that post was ignored so we just did something which was not what was needed after all, and we couldn't do anything about that. This was a really bad aspect of the course. Furthermore, all the presentations in the workshops also were totally irrelevant. During those workshops, we would like some help on our project but now we were only presenting how far we were. The peer grading was a nice idea, but it's not fair to punish students for having a low z-score. This caused me to give each grade only once during a session. For example, if I had given a 7 already, I would not give another group a 7 even if I thought that was the right grade because that could cause me to get a lower grade
- Communication with the professors of the course was vague. Descriptions of the tasks on the website could be interpreted in several ways and only appeared later. Asking for clarification would often lead to posting on the forum where the information given was not always enough.
- De grote lijn van de opdrachten was niet duidelijk. De uitleg verdeeld over heel veel taken in de task list zorgde voor veel onduidelijkheid en maakte het makkelijk om iets te missen. Ik zou veel liever van tevoren een uitleg van de gehele opdracht hebben met daarnaast een lijst deliverables.
- The professors really counted on students keeping themselves informed by reading the website / forum on a daily basis. For some kinds of information this works, but when he posts on a forum at 23:00 that there is no class the next day at 09:00, this of course doesn't reach the entire group in time.

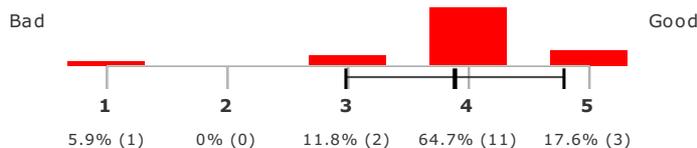
## Course material

What is your assessment of the course material (readers, books, literature)?



N = 17
Avg. = 4.0
Std. dev. = 0.8

What is your assessment of the literature used?



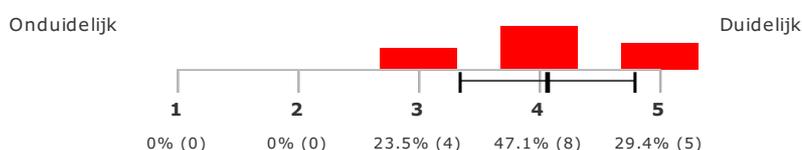
N = 17
Avg. = 3.9
Std. dev. = 0.9

Other remarks concerning the literature:

- The opening vignettes were nice commercials, but I did not learn anything from it. The book feels too much business intelligence for dummies/beginners. But I think we can handle more than this book.
- It would really help if there was literature about the running BI for Academia project. The book was very high-level theoretical. There was NO practical help for the running project.
- Lots of literature and a book, lots of assignments/practice and tools. The used materials, varied a lot in quality. Some literature was not that useful, since it is a lot and very little is used in the assessments. The main book used is a global overview of the business analytics and intelligence domains. I personally liked this, however as a reference work, it is less useful. The tools provided were very good, nothing to change here!
- The book was nicely structured, the papers were okay
- I thought some of the chapters in the book had a very high commercial appeal. Not really scientific.
- Book was good and clear
- While the literature was quite entertaining to read, it felt like the course was built around the book instead of around the concept of business intelligence. This could be really seen by the weekly tests of "did you read the book" and the test that included "list or model this figure straight out of the book" questions. Also, the book was 5 years old. This area of IT changes every year/other year, so also update the book every now and then please...

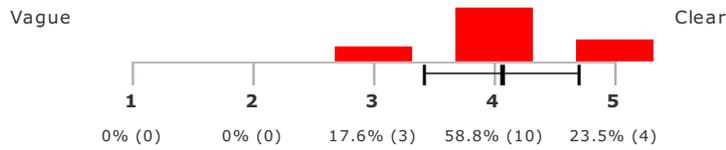
## The lectures

The lectures by \*Marco\* were



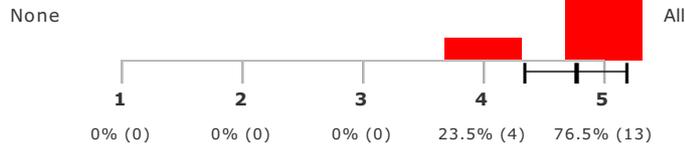
N = 17
Avg. = 4.1
Std. dev. = 0.7

**The lectures by \*Floris\* were**



N = 17
Avg. = 4.1
Std. dev. = 0.6

**How many lectures did you attend?**



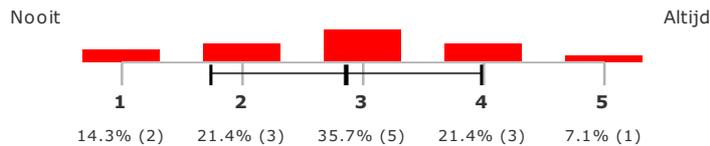
N = 17
Avg. = 4.8
Std. dev. = 0.4

**Other remarks concerning the lectures:**

- The content that was covered in the lectures was clear, however it was very high-level, and the lectureres did not seem to want to answer more technical questions.
- Marco knows a lot about business intelligence. I really liked his way of storytelling and lecturing, however some parts were skipped very easily (some parts I agree on, some parts I don't). Some elements were explained very intensively, while not that interesting or useful. In the end a lot of slides were skipped, because of time issues. We had to read it all ourselves. Off course that is what we do, and supposed to do, but if the lectures are not adding much new to the theory, why should you organize a lecture? Floris also knows a great deal about business intelligence. I liked his lectures as well. His lectures seemed to contain a lot more difficult theories, which he explained very well. Floris also had to skip slides because of time issues, some containing relevant information.
- Wienand was not really relevant. I didn't really get what he wanted to communicate to us.
- You guys teach this course a bit to casual sometimes. Slides are skipped and said well this is not really interesting or stuff is taught like it is common knowledge.
- Marco and Floris are quite good speakers. No comments there. They could however be more connected to the course. We noticed that as soon as there were questions about either the course or the content of the course, answers were nowhere to be found. Again, lecturing is more then making slides about the book.

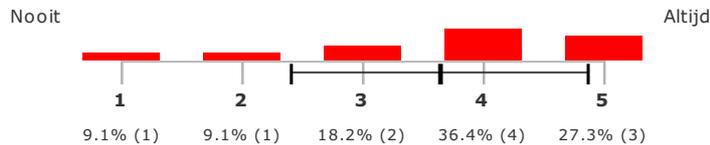
**The tutorial sessions**

**Did the tutorial sessions by \*Marco\* help you to better understand the course?**



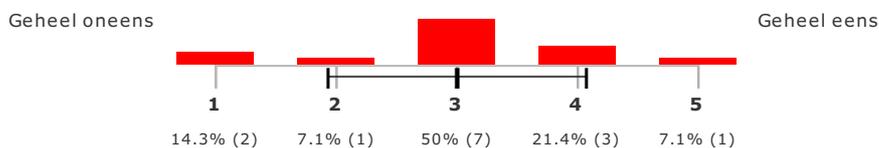
N = 14
Avg. = 2.9
Std. dev. = 1.1

**Did the tutorial sessions by \*Floris\* help you to better understand the course?**



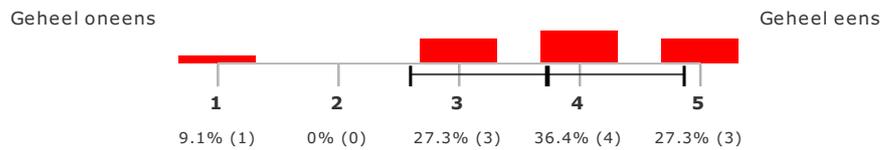
N = 11
Avg. = 3.6
Std. dev. = 1.2

**The tutorial sessions by \*Marco\* were well guided**



N = 14
Avg. = 3.0
Std. dev. = 1.1

## The tutorial sessions by \*Floris\* were well guided



N = 11
Avg. = 3.7
Std. dev. = 1.1

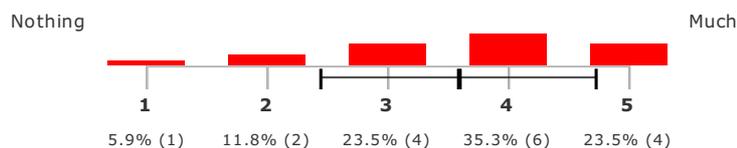
### Other remarks concerning the tutorial sessions:

- Do not take to much slides in your presentation (both Floris and Marco). You came both in a hurry to finish your story and you skipped to much slides for a coherent story.
- There was very little feedback about our running project. Even though things were not going well, the lectureres were most of the time quite unresponsive. The lecturers asked few questions to point us in a direction, but at many moments we just needed practical help. I got the feeling they did not actually want to help (or did not have time to do so). Many times they redirected us to the forum, while having your questions answered in person at that moment would have been much more helpful. Directing us to the forum felt like a 'easy way out' for the lecturer. There should be an extra timeslot for practical help/questions, since now all tutorial sessions were filled with presentations.
- I followed sessions with Floris and Simon. They really guided our team into the right direction, multiple times. They were critical, but at the same time knew to evaluate the effort and time that was put into the assignments. Also they were very realistic about time and technological capabilities, what can be achieved within a limited time frame.
- Sometimes I wasn't completely sure if we were on the right track. We didn't always get useful feedback but rather "alright"
- The workshops mainly focused on student presentations about the progress of their dashboard. Because the progress was only a week apart there wasn't always something new to show and this made the presentation repetitive and difficult to grade. I would have liked to have more support for making the dashboard itself and be able to ask more technical questions.
- The tutorial lessons where only presenting and not working. I didn't like that. The presenting each week was not useful because some weeks you dont have time to add anything so this was a useless presentation. A debate about what you are doing en what you are struggling with would be way more interesting and useful
- Naar mijn mening waren er geen tutorial sessies. Er waren alleen maar presentaties van de voortgang van alle groepjes, hier was ook geen ruimte voor specifieke vragen en zorgde er ook voor dat je die tijd niet eens met je groepje samen kon werken. Daarnaast zorgde dat er ook voor dat je naar snelle (slechte) tijdelijke oplossingen voor je dashboard zocht in plaats van naar de beste manier om naar het einddoel te gaan. Ik zou een groot voorstander zijn geweest van geen tussenpresentaties (of misschien 1) en verder een echt werkcollege waar eventueel wat praktische tips worden gegeven of uitleg wordt gegeven over hoe je specifieke dingen in het project doet.
- The tutorial is about jedox and it was not useful for the final project. They should give tutorial that is related to the final project.

## Lab assignments

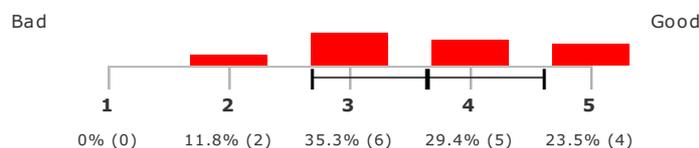
NOTE: the Lab assignment = the Jedox DWH crash course by Celcus.

### Did you learn something useful during the lab assignments?



N = 17
Avg. = 3.6
Std. dev. = 1.1

### The coaching of the lab assignments was...



N = 17
Avg. = 3.6
Std. dev. = 1.0

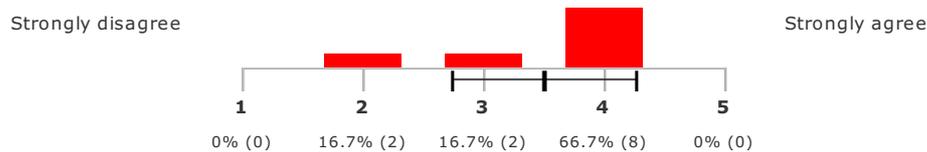
### Other remarks concerning the lab assignments:

- I would be nice if the jedox servers can be installed on the computers of the university. It is a little bit sloppy that it is windows only.
- The crash course was one of the key ingredients for the BI course. Giving a good insight in technological capabilities and really experience possibilities. Coaching was not that great, we got the dashboard working with the support of Jedox manuals and youtube tutorials. The guys from Celcus told us to find out ourselves and only helped us out getting the software working.
- As mentioned before, we didn't always get useful feedback.
- We can have another lab assignments for google script and google site.
- Some more help on how to use jedox would have been nice. Furthermore, first having to learn to use a program and the not using it anymore for the rest of the course seems a bit weird and not really helpful
- It was unclear at first that the Jedox assignment would be for a grade. Though the coaching was good and a tutorial was given the only thing that was useful for this assignment was learning to present a dashboard. But the coaching wasn't focused on that but on how to use Jedox.

- Duidelijk en goed gegeven. Daardoor leer je snel een dashboard in elkaar zetten. Wat ik nog wel miste was dat er geen uitleg was wat een bedrijf nou graag wilt zien op zo'n dashboard. Ook had ik wel graag de algemene feedback van de dashboards willen horen (waarom waren andere beter of minder goed?). Ik denk dat juist die feedback extreem leerzaam zou zijn.
- The tutorial sessions had nothing to do with the contents of the course. It was a mandatory weekly 2 hour sit, listening to the development other groups made which, lets be honest, is not interesting at all. I would much rather have had some guidance in our project instead of looking at other groups who were just as clou-less as us.
- I believe there are too many assignment, make me especially hard to focus. This jedox course is nice however it is not useful for the final project.

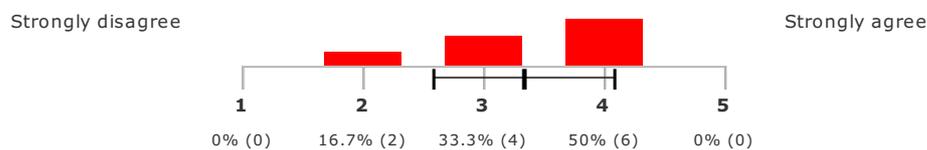
## Assessment

### The exam represented the content of the course well



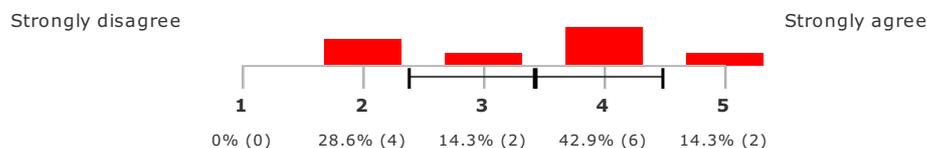
N = 12
Avg. = 3.5
Std. dev. = 0.8

### The level of difficulty of the exam was in accordance with the level of difficulty of the course



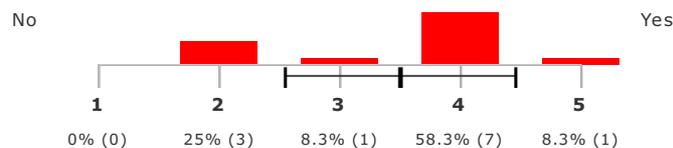
N = 12
Avg. = 3.3
Std. dev. = 0.7

### All aspects of the examination such as form of assessment, content to be learned, grading, etc, were clear to me



N = 14
Avg. = 3.4
Std. dev. = 1.0

### Was the final exam in accordance with your expectations?



N = 12
Avg. = 3.5
Std. dev. = 1.0

### Other remarks concerning the final exam:

- I did not take the final exam yet... Strange these questions
- The final exam was of good quality. In my opinion the final exam was straight on the the theory you should expect from Business Informatics students. The only thing that was bad, were the two final questions with very detailed questions about some papers. This was kind of mundane, since this level of detail was not asked in the important parts of the exam.
- I had already expected the exam to be enumerating, but this is not what a master exam should be about. That is more something fit in high school. The case could have been a good question, but you first needed to recite basically all steps of CRISP, so if you dont know this, the question is ruined for you. I would focus more on applying the theory instead of just reciting the components of every model/architecture/whatever. That would really test if you understand the theory. If a company wants me to just recite the components some BI models, they might aswell just google it and save thousands of euros on my salary.
- The grading of the course is explained in the first lecture, but it would be nice if this was also available on the website. The problem is that the amount of points you gain does not always fit the amount of work something takes. For example, the jedox assignment and PDD together are only 0.1 of the entire grade, while this took a lot more time and work to accomplish then the talks and participation which is 0.15 points.
- I expected more insight questions and less theoretical questions
- Naast het feit dat het ongeveer 30 graden in de zaal was was het tentamen wel goed te doen.

- The exam was quite horrible. During the course we got small mini exam questions, testing whether we read the book or not. While this is a horrid thing to do to master students (I'm not at high school anymore), it didn't really test anything (I didn't study multiple times and still had 11/12 correct). The final exam wasn't much better. Most points were to be gained from questions like "model this figure right out of the book" (question 1/2a+) if i remember correctly). Other questions also asked you to list some stuff from a 500 page counting book. When I finally got to a question I really liked (the case, 3c I think), and I really was about to go all out on a possible solution, I read that it had to be solved with one of the many data mining methods we learned. Sad me, I didn't know this "list" of steps, and thus I missed out on (!!!) 18 (!!!) out of 100 points. All together, question 1 2 and 3c made up for 48 out of 100 points. If you can't remember all figures or lists by heart, or didn't know the exact steps from one of the many methods we needed to know, you can forget this exam. Conclusion: please stop citing a book during lectures only to make an exam asking us to cite it. Actually prepare us for whats to come in 1.5 years when we graduate and start working.
- The grading parameter should be changed. I used a lot time focusing on the project yet the final exam has the highest percentage. There is too many grade parameter, which some are not easy to do, yet only account small percentage to total grade (paper, jedox). The peer review method also not clear, because people can just give you grade subjectively, and i suggest to be eliminated next period. The mini exam are nice, the type of its questions should have been incorporated with final exam. And how much the final project report grade affect to final project still a mystery.

## Finally

### If the course were changed, what should be kept the same?

- The big assignment. I really enjoyed it. It helped me to better understand the processes to create and to maintain a datawarehouse. Also the mini-exams are a good idea to test yourself.
- The mini-exams are really nice, helping you pull through the book in a steady pace. Jedox crash course gives very good insight in state of the art capabilities. The project was nice as well, really learning how difficult it can be to get the data you need. Maybe consider making some data like financials available somewhere? The weekly sessions were really nice, steering and providing feedback on the progress, was done very well. The final exam was fine as well.
- Less presentation: The scientific paper was too much for what we already have to do. Also the graduation by the other students can be not relevant. For instance some people give me a bad grade just because we was in team without any dutch. Even if we did a lot of bonus part like text mining.
- The crash course.
- The book is really interesting, and the setup of the project is nice, except for the tutorial sessions.
- Making a dashboard
- The practical part was nice in combination with lessons
- Mini exams om je te stimuleren lezen
- The contents. I think the contents of the course really covered quite a lot (not too much).
- mini exam, lab.
- Method

### What can be improved on the course?

- The data on the jedox crashcourse was a standard package with a lot of data loss. For the understanding of jedox would it be better to have a complete dataset.
- The relation between the workload per assignment and the amount of influence it has on the final grade. For example the PDD assignment was way to big for the 5 percent it accounts for in your final grade. The same goes for the dashboard project, this is only 25 percent, while we spent most of our time on that project!
- The organization was bad this year. If some courses cannot be given, due to national holidays, then skip some guest lectures and keep up with the important parts of the course. The guest lectures were now time wasting stories, most of them starting with an extensive introduction on Business Intelligence (which we already knew - off course!). The grading system is skewed and parts that cost a lot of effort, should be graded with the correct weight as well. Maybe drop the paper presentations and increase the weight of the crash course. The paper presentations were bad. The announcement was very sudden and there were also no clear requirements for the presentations. The result was a very variable quality, some groups did a really bad job! Also start arranging the papers and the time slots in the start of the course, this way it will not be a surprise.
- May be if we have not any obligation to use googlescript that will be more suitable for us to program and use all skills in a team of C# programmers
- Have a workshop for google script and google site.
- Better communication about the assignments, especially the PDD, or just remove it. No presentation at every tutorial session, but also some sessions for receiving help from the teacher and working on the project. The mini exams were to detailed, it was said that it was to check if you had read the book, but I had studied and I still had trouble answering the questions since they were so detailed, keep them more general. Some people hardly studied and got a better grade then me by just gambling. The exam needs to focus more on understanding the theory instead of reciting.
- Workshops to help with the technical matters and clearer communication
- Teaching and the tutorial sessions
- Duidelijkheid over de opdracht. Zorg dat er vanaf het begin een duidelijke lijn is en dat er hulp is voor de verschillende stappen. Nu moest er continu heel veel gevraagd worden wat heel veel tijd kost en ten koste ging van je eindproduct. De PDD opdracht snap ik ook nog steeds niet, niet hoe het moest maar ook niet waarom het moest.. Het feit dat 4 van de vijf groepjes het 'verkeerd' hadden begrepen spreekt naar mijn mening voor zich. Zeker nadat ik had gehoord dat het enige groepje die het blijkbaar wel snapte hiervoor meerdere keren en erg lang na colleges waren wezen doorvragen.
- Actually prepare us to use the methods taught in real practice instead of having us cite the exact list and not really learn anything. Also, the lecture used a book thats 5 years old. This area of IT changes on a yearly basis, so get an up to date book every year/other year!
- E.g. the grading scheme, I still don't know what grade from mini exams I'll have even though I know my percentage result.
- Reduce at least one assignment. The crash course should be related to the project.
- Tutorial and guidance on assignments

### Which subjects did you expect from the course, but turned out not to be part of it?

- A little bit analytics, but that was a relief
- Practical help, tutorials about more different tools.
- I expected a very theoretical approach to Business Intelligence. This was luckily not true, there was a good mix between theory and practice.
- Informatie wat een klant wil. En dan met voorbeelden in plaats van een rijtje in het boek over wat een goed dashboard moet bevatten. Meer voorbeelden van 'echte' dashboards en/of rapporten zou erg leerzaam zijn.

#### Other remarks and suggestions:

- The lectureres did not seem to have enough time to properly organise this course.
- The course setup is quite nice, me being critical does not mean I do not like the course, however I do not like the rough edges.
- It is for me the best course that i have followed with entrepriise architecture since I am in utrecht University. The course mixed perfectly the IT part and Business part of MBI
- The lack of communication and miscommunication was very frustrating throughout the course. The feeling was that something new appeared every week to accomplish and that the tasks were never clear. Looking back I learned good things about BI but the amount of frustration felt was unnecessary. I think this course is very important as BI is very much the future in IT, but the course can definitely need some work.
- This practice part of this course is not doable with only 2 persons. This should not be allowed next period.
- Ik vond het een heel leuk vak, en vooral ook een heel interessant onderwerp. Maar door alle onduidelijkheid rondom de opdracht, alle (saaie) voortgangspresentatie, en de beperking door iets met google sheets en zeer beperkte data te moeten doen heb ik het uiteindelijk minder leuk gevonden dan gehoopt.
- Paper presentation is not necessary imho

#### How would you evaluate the overall quality of this course on a scale of 1 to 10?

(0)		0%	<b>1</b>
(1)	■	7.1%	<b>2</b>
(1)	■	7.1%	<b>3</b>
(0)		0%	<b>4</b>
(1)	■	7.1%	<b>5</b>
(3)	■■■■	21.4%	<b>6</b>
(3)	■■■■	21.4%	<b>7</b>
(2)	■■■	14.3%	<b>8</b>
(1)	■	7.1%	<b>9</b>
(2)	■■■	14.3%	<b>10</b>

N = 14
Avg. = 6.7
Std. dev. = 2.2