

## **Case Studies Undergraduates to PhDs: Big Data, C#, Java, Environment and Global Marketing**

Donald K. Hsu, Ph.D.  
Adjunct Professor & SAS Doctoral Faculty, University of Phoenix  
Jersey City, New Jersey, USA  
&  
Associate Professor  
Computer Information Systems  
& International Management  
Division of Business Administration  
Dominican College of Blauvelt  
Orangeburg, New York, USA

### **Abstract**

Harvard University, Cranfield University, Thunderbird University and others employed Case Studies for MBA programs. It is also a good practice to use case studies for undergraduate degree programs. For PhD candidates, it is mandatory that they do quantitative or qualitative research for real world case studies. There were few case studies in the literature for Big Data, C#, Java, Environment and Global Marketing.

C#, Java and Environment courses were for undergraduate students at University of Phoenix (UOP). In addition, this author is mentoring 11 online UOP Doctoral Candidates. Java course was for Master Degree students at New Jersey Institute Technology. Big Data and C# were for professionals at IEEE. At Dominican College, Global Marketing was for undergraduates. Doing Case Studies in these courses, for undergraduates, Master degrees, PhDs, provided a sound foundation for critical thinking, leadership, public speaking and team building skills. Student reviews were good to excellent. This paper gives the summary.

**Keyword:** Big Data, C#, Java, Environment, Global Marketing, PhD Mentoring, and Real-World Case Studies

### **(A) Dominican College\***

Dominican College is located 14 miles northwest of New York City. Donald Hsu joined Dominican College in 1988 as an Associate Professor in the Business Division. In Fall Semester of 2016, the College enrolled 2100+ students. The Business Division offers Bachelor of Science programs in Accounting, Computer Information Systems (CIS), and four concentrations of management: Financial Management, Management Information Systems (MIS), International Management (IM), and Marketing Management (MK). Master Degree Business Administration (MBA) was approved, by the State of New York in 2008. Hsu served as the Director of Business Administration Division from 1990 to 1996, and taught courses in CIS, MIS and IM curriculum.

## **MK 326 Global Marketing**

Nine people registered in Fall Semester 2016. Three major in Social Science, and others are Business majors.

Keegan and Green (2016) wrote the textbook. This course is an introduction to doing international marketing. Topics covered: US trade policy, cultural, business, legal, political environment, market research, emerging markets, market groups, global marketing management, products and services, marketing channels, exporting, logistics, negotiating with customers, partners and regulators.

Class meets twice a week, for one hour and fifteen minutes each. All seventeen chapters were covered. In addition to PowerPoint lectures and discussion, students worked alone or in a team of two or three, doing in-class labs (Table 1):

1. Case Studies - using the ones in the textbook, on Argentina, Exporter, Market Research
2. Globe Trade – seven special websites that facilitate global marketing
3. Negotiation – video tapes to understand how difficult to close international deals with managers from China, Germany, Mexico or Russia
4. Siebel CRM – analyzing the success of Tom Siebel customer relation management
5. Trade Opportunities – using a CD-ROM that contains company details for export/import

During the semester, eight classes were set up for these labs. This provided them with critical thinking, team building and leadership skills. Use PowerPoint slides to cover chapters. Just reading the slides bore them. So read a few lines, and then ask them questions:

Why is Apple making iPhones and iPads in China? Is Apple iPhone #1 in the world? Name the top five automakers, banks, money management, retailers, and oil companies in the world. Name the four most populated countries in the world. How many people are in European Union? What is CEE? What is the emerging market? What is BRIC? Is selling products in USA the same as selling in BRICs? Can you make money starting an import/export company today? If yes, how? How would the Syria civil war affect business? Why does USA have such a huge military budget? What is FDI? Why is the exchange rate important in global marketing? With the oil prices going lower, how would this affect international deals? This type of question kept the lecture alive. Students were scrambling to find answers.

For the final projects, they did extensive research on the company core business, sales, profit, financials, SWOT analysis, competitors, and the future, for the car companies: BMW, Honda, Hyundai, Mazda, Mercedes Benz, Nissan, Toyota, and Volkswagen, see Table 2.

**(B) Institute of Electrical and Electronics Engineers\*\***

The Institute of Electrical and Electronics Engineers (IEEE) is a professional association in New York City that is advancing technological innovation and excellence. It has 425,000+ members in 160 countries, with about half of whom reside in the United States.

Since 1993, IEEE North Jersey Section Education Committee has run programming, management and marketing courses to retrain electrical engineers. 345 members and non-members have successfully completed courses in Big Data, C Programming, C++ Programming, Java Programming, Advanced Java Programming, Project Risk Management, Marketing Research, and C# .NET Programming.

Starting in January 2008, Hsu served as the Chair of Education Committee. George Sierchio taught Project Management course twice. John Huang taught C#. Hsu was the instructor for all other classes since 1993. Working with New Jersey Institute of Technology and others, courses were offered in evenings or weekend.

## **1. Big Data Market Research**

This course deals with the collection, evaluation, and analysis of the big data market-related information. Topics were included: market research industry, problem definition, research process, focus group, secondary database, quantitative research, questionnaire design, sampling techniques, statistical modeling, bivariate and multivariate correlation, communicating results and management reports. Using SPSS software, students learn to perform detailed data analysis. They can work as a market researcher, data analyst, and similar titles, Hsu (2016).

Objective:

- Describe the market research industry, problems and research process
- Understand primary data collection, secondary database, and survey
- Define quantitative research, measurement and sampling methods
- Explain questionnaire design, processing and statistical modeling
- Build knowledge of bivariate and multivariate data analysis
- Communicate results, manage ethical issues and prepare reports
- Employ SPSS software for frequency analysis, Anova, T-test and others
- Review real-world research using Harvard Business School cases
- Present student Big Data Marketing Research projects

Textbook is from Parasuraman et al (2007). Two people took this course, October 8 –November 19, 2016, 9 am to 12 noon. They did final projects: SPSS Anova and T-Test.

## **2. C# .NET Programming**

In October 2016, C# .NET Programming was offered at New Jersey Institute Technology with three people – 2 engineers, 1 tech support. No one had prior knowledge on C#.

Deitel and Deitel (2008) wrote the textbook. Topics were:

- Compare the enterprise development tools using Java to C# .NET
- Define common language runtime
- Discuss MS Visual Studio .NET Version 2008 to latest
- Identify C# syntax, data type, control structures
- Distinguish methods, arrays, object-oriented programming
- Build graphical user interface, multithreading, files and streams
- Explain the benefit of using extensible markup language (XML)
- Select database, SQL server, and ADO .NET
- Choose ASP .NET, web forms, web controls, and web services
- Present student Projects

This book got 24 chapters, 1400 pages. It was for two semesters at a traditional University. Most Computer Science Departments in New York area offered C++, Java or Visual Basic, not C#.

This course was taught on Saturday, 12- 3 pm, for seven weeks. Covering 20 chapters in seven weeks was challenging. Two homework assignments were graded. Students downloaded the Microsoft C# Express Edition to create, compile and execute their codes.

Three case studies were done as their final projects: (1) Appointment Payment System, (2) Combo Box App, (3) Linked Label App. They presented their C# codes with PowerPoint slides. Some spent 15+ hours doing their projects.

### **(C) New Jersey Institute Technology\*\***

The New Jersey Institute of Technology (NJIT) is a public research university in the University Heights neighborhood of Newark, New Jersey. As of Fall Semester 2016, the university enrolls 11,300+ students, over 2,200 of whom live on campus. NJIT offers degree programs including 50 undergraduate majors and 78 graduate (Masters and PhD) programs.

#### **CS 602 Java Programming**

In Fall Semester 2016, this author taught Java at NJIT, as an adjunct professor. This course is for students pursuing a Master Degree of Computer Science.

Deitel and Deitel (2015) wrote the textbook. Students learn how to create and deploy Advanced Java Programming. Topics covered: Java Programming, OOP, Files Streams, Swing, Data Structures and JDBC. Hands-on exercises and programming projects were required.

Hsu taught Java Programming for 14 years, Hsu (2002). Covering the entire book 25 chapters in one semester is still a challenge. Students did Eclipse free download. Then they would create, compile, run and explain the codes.

There were 35 people enrolled, 18 from India and 14 from China. Students formed six teams of five or six people in each. Each team had a project manager. Three homework assignments were graded. Each homework assignment got six individual questions and four team questions. The team questions were difficult for individuals. Indian and Chinese students were working in the same team.

Final Exam was a team project with written paper and PowerPoint presentation. The Case Study used the example in the textbook. Each team wrote a paper and provided PowerPoint (PPT) slides. Each person was in charge of three PPT slides. Overall, the class was successful.

Now they are ready to work as Java Developers. Java is in high demand with major tech firms: Amazon, Facebook, Goldman Sachs, Google, IBM, Microsoft, Netflix, Oracle, Twitter, and Verizon, just to name a few. The salary ranged from \$85,000 to \$200,000 per year.

#### **(D) University of Phoenix\*\***

University of Phoenix (UOP) is a private for-profit institution of higher learning. It has an enrollment of 142,000 students and is one of the largest private for-profit universities in USA. UOP was founded in 1976 and is owned by the Apollo Education Group Inc. UOP has 91 campuses and learning centers offering 100+ degree programs from associate degrees to PhDs. Its main campus is located in Phoenix, Arizona. The New Jersey campus is located in Jersey City.

In February 2008, Hsu went through a rigorous 16-hour training session and was qualified to teach UOP courses. The training was mandatory for all instructors regardless of prior teaching experience. Since May 2008, Hsu taught: Algorithm Logic for Computer Programming, College Mathematics, Creative Mind, Critical Thinking, Essentials of Personal Finance, Information System Security, Integrated Business Topics, Java Programming II, Management Negotiations, Marketing, Marketing Research, Hsu (2006), .NET I, Organization Behavior, Hsu (2008), People Science Environment, Public Relations, and Quality Management Productivity, and Research Information Utilization.

Published eight papers: (1) "Critical Thinking, Public Relations and Integrated Business Topics", Schmidt and Hsu (2009), (2) "Personal Finance", Levit and Hsu (2011), (3) "Research Information Utilization", Gabriel and Hsu (2013), (4) "People Science Environment", Hsu (2013), (5) "Algorithm Logic for Computer Programming", Hsu (2014), (6) "Case Studies in Operating System and Global Marketing", Hsu (2015), (7) "Case Studies in Emerging Market and Personal Finance", Hsu (2016), and (8) "Leadership and eLeadership: An Analysis of Contingency Factors and Considerations", Hamlet et al (2016).

### **1. SCI 256 People Science and the Environment**

This in-depth environmental science course examines how people use science to understand how they relate to the environment. The course explores relationships between people, the ecosystems and the science behind how ecosystems work. It reviews the historical development of the environmental movement, interactions between humans and natural ecosystems, and more

specifically, the role of a growing population and associated pressures on natural resources. This course further examines how economics, natural systems, and conservation are interrelated. Different types of pollution, various energy resources, and their impact on environment, are covered. This course challenges students to consider the impact of lifestyle choices on environmental sustainability. Textbook is from Botkin and Keller (2011).

The twenty-hour course at UOP consisted of a five-week, four hours per week schedule. In any other university, this course normally ran 45 hours per semester. How could one teach this course in 20 hours? UOP E-Learning website (E-campus) listed the reading assignment for each week. UOP negotiated agreements with book publishers. Students paid a fee and downloaded the ebook. This mechanism saved students time and money.

This class enrolled five students, started July 11, and ended on August 8, 2016. Students formed two Learning Teams with two or three people in each team. An Individual assignment and a Learning Team assignment were required every week. The Learning Team placed students to work in a group, after class.

Students would spend up to 5 hours each week, after class to do these assignments. Add the 25 hours doing assignment, to the lecture 20 hours, give 45 hours for the total time spent on this course. The learning requirement is not that different from a traditional university.

Using PowerPoint slides to cover 21 chapters sounds easy. There are 50 to 120 slides for each chapter. One needs to be selective to choose the slides that best described the content of the chapter. Simply reading the slides bored students. The better teaching method was to read a few lines, and ask questions:

What are the constraints of using the scientific method to analyze environmental issues? What are the social and ethical issues in environmental controversy? Can you identify an ecosystem in which you live or one near to where you live? What are the differences between an ecosystem and an ecological community? What is one major cause of present-day species extinction? Is your community people- or car-oriented? Why or why not? Can you find a good strategy to conserve fossil fuels? Should government encourage the development of alternative energy sources? How could your community better manage its water resources? What is one way natural ecosystems can perform wastewater treatment? Can you identify causes of indoor and outdoor air pollution? Do you think that a change in the climate patterns will cause the global rise in sea levels? What has been the media coverage of a local environmental issue? How did environmental regulations affect your daily life? Who should manage the natural resources: legislature, public, scientists, or others?

These type of questions got immediate attention. Students voiced their opinions in a lively manner. Four hours were very long in the evening, because all students worked during the day. One 20-minute break was at 8:00 pm. This author spent much time helping weak students. The strategy worked well.

For the final project, they did: a) Alternative Energy, b) Coal Energy, c) Oil and Gas Energy, and d) Nuclear Energy. They submitted their final papers and presented them with the

PowerPoint slides. The paper grade is the same for the group, but the oral presentation grade is different for each individual. Student gave positive reviews, Table 3.

## **2. DOC 733A, DOC 733B Doctoral Dissertation and DOC 734 Doctoral Project IV**

From May 16 to May 20, 2016, this author went through the Dissertation Chair Training. The training was very rigorous, with many tests at the end of each day. After passing the strict requirement, this author was qualified to mentor PhD students for courses: DOC 722, DOC 733, DOC 733A, DOC 733B, DOC 734, DOC 734A, DOC 734B, DOC 741, DOC 741A, DOC 741B, DOC 742, DOC 742A, and DOC 742B.

One may not realize that many professionals, managers, entrepreneurs, founders, or office workers are aspired to earn a PhD degree. Why? They see PhD as a ticket to further their careers in the chosen field of study. University of Phoenix School of Advanced Study (SAS) is dedicated for the task of PhD operations, SAS (2017). From this website, Research Hub, one sees the requirement, the number of courses, the details of the degree programs, the length of study, tuition, payment, loan, and related information.

Three academic areas exist for PhDs: 1. Healthcare and Nursing, 2. Education and Higher Education Administration, and 3. Business. In the Business area, one can major in one of the three fields: 1. Doctor in Business Administration, 2. Doctor in Management Organizational Leadership, and 3. Doctor in Management Organizational Leadership/Information System Technology. The course requirements are slightly different among the three. It seems that there are 28 to 31 courses listed for these three degrees.

The process seems very rigorous. As a candidate, he/she takes these courses. They pick a research Case Study in their field of interest, quantitative or qualitative in content, formulate a plan, establish a theoretical framework, start with hypothesis, design the measurement method, use survey and other methods to collect data, employ IBM SPSS software or similar tools to code data, analyze data, and summarize the results. Result may or may not validate the original proposal. During these steps, he/she needs three Faculty Committee members. One of them is a Dissertation Chair. The Chair assumes the major responsibility to guide the PhD candidate, teach courses, assist with various compliance issues, provide a clear direction of the thesis, and review change matrix, etc. Candidate writes a few chapters, gets approval from Quality Review board. Then he/she gets approval from Institutional Review Board, before starting the data collection and the analysis. He/she continues writing the remaining chapters. Then he/she goes for the oral defense of the PhD thesis.

This author currently serves as the Dissertation Chair for one person and on the Faculty Committee for 10 people. It was a lot of work reading the thesis, understanding the negative feedback of other reviewers, and replying with positive support of the candidate. Two main issues are poor English writing and failure to adopt the appropriate statistical analysis tool. This author completed 10 reviews of their PhD thesis, from the SAS Document Manager, since July 2016. It is unfortunate that they had to resubmit their thesis many times. It cost much time and money. In addition, the candidate morale is very low while being rejected by unknown reviewers

with unreasonable requests.

Recently the UOP Administration proposed a new pilot program. This program seemed to be able to reverse the trend as discussed above.

For the past four months, this author read emails daily from UOP website, reviewed PhD thesis, submitted reviews, answered student questions, replied student emails, in the ongoing basis. Spent a lot of time and effort. Is it worthwhile? The answer is “Yes”. The ultimate reward will be when these 11 students get their PhDs.

## **Conclusion**

Students/professionals learn the theory and need to connect it to the real world. Fifty-four people from four companies took Big Data, C#, Java, Environment, and Global Marketing courses. In addition, 11 Online Doctoral Candidates are doing their PhD research via Case Study. Teaching and learning strategies included the in-class use of Business Week, Economist, Financial Times, Forbes, Fortune, Harvard Business Review, Homework, Internet Search and Programming. Final projects involved a written paper for a specific Case Study and the PowerPoint presentation by a team or an individual. All of these tools and reports attributed to the success in an E-Learning environment. Students/professionals raved about the experiences. Ten people gave public endorsements on LinkedIn (2016), the social media network with 467 million professionals worldwide, Table 4.

## **Acknowledgment**

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\*Full-Time Position \*\*Part-Time Consultant

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| <b>Table 1</b> | <b>MK326</b>          | <b>In Class</b>       | <b>Lab Chart</b>      |                       |
|----------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                | <u><b>Group A</b></u> | <u><b>Group B</b></u> | <u><b>Group C</b></u> | <u><b>Group D</b></u> |
|                | <b>Andrade</b>        | <b>Diaz</b>           | <b>Hargraves</b>      |                       |
|                | <b>Esteves</b>        | <b>Peralta</b>        | <b>Popiel</b>         | <b>vanderWal</b>      |
|                |                       | <b>Solomons</b>       | <b>Richards</b>       |                       |
|                |                       |                       |                       |                       |
| <b>9/01</b>    | <b>Trade Opp</b>      | <b>Globe Trade</b>    | <b>Case Study</b>     | <b>Negotiation</b>    |
| <b>9/08</b>    | <b>Siebel CRM</b>     | <b>Globe Trade</b>    | <b>Case Study</b>     | <b>Negotiation</b>    |
|                |                       |                       |                       |                       |
| <b>9/20</b>    | <b>Negotiation</b>    | <b>Trade Opp</b>      | <b>Globe Trade</b>    | <b>Case Study</b>     |
| <b>9/27</b>    | <b>Negotiation</b>    | <b>Siebel CRM</b>     | <b>Globe Trade</b>    | <b>Case Study</b>     |
|                |                       |                       |                       |                       |
| <b>10/20</b>   | <b>Case Study</b>     | <b>Negotiation</b>    | <b>Trade Opp</b>      | <b>Globe Trade</b>    |
| <b>10/27</b>   | <b>Case Study</b>     | <b>Negotiation</b>    | <b>Siebel CRM</b>     | <b>Globe Trade</b>    |
|                |                       |                       |                       |                       |
| <b>11/10</b>   | <b>Globe Trade</b>    | <b>Case Study</b>     | <b>Negotiation</b>    | <b>Trade Opp</b>      |
| <b>11/17</b>   | <b>Globe Trade</b>    | <b>Case Study</b>     | <b>Negotiation</b>    | <b>Siebel CRM</b>     |
|                |                       |                       |                       |                       |
|                |                       |                       |                       |                       |
|                |                       |                       |                       |                       |

| <b>Table 2</b>        | <b>MK 326</b>                 | <b>Global Marketing</b> | <b>Final Project</b>     |
|-----------------------|-------------------------------|-------------------------|--------------------------|
| <u><b>Group A</b></u> | <u><b>Topic</b></u>           | <u><b>Group B</b></u>   | <u><b>Topic</b></u>      |
| Hargraves             | Toyota Motors<br>Japan        | Popiel                  | Nissan Motors<br>Japan   |
| <u><b>Group C</b></u> | <u><b>Topic</b></u>           | <u><b>Group D</b></u>   | <u><b>Topic</b></u>      |
| Richards              | Honda Motors<br>Japan         | Diaz                    | Mazda<br>Japan           |
| <u><b>Group E</b></u> | <u><b>Topic</b></u>           | <u><b>Group F</b></u>   | <u><b>Topic</b></u>      |
| Andrade               | BMW<br>Germany                | Solomons                | Mercedes Benz<br>Germany |
| <u><b>Group G</b></u> | <u><b>Topic</b></u>           | <u><b>Group H</b></u>   | <u><b>Topic</b></u>      |
| Peralta               | Hyundai Motors<br>South Korea | Esteves                 | Volkswagen<br>Germany    |

| <b>Table 3 Student End of Course Survey (SEOCS) at University of Phoenix 2016</b>                                      |
|--|
| <b>SCI/256 People Science Environment</b> , Questions 1 response, all faculty average 908 responses                    |
| 1. How likely are you to recommend this instructor to other students?  |
| 10.0 8.8   |
| 2. My faculty provided instructional feedback that identified strengths and weaknesses throughout the course. 10.0 8.8 |
| 3. My instructor provided additional resources to aid in student understanding.  |
| 10.0 8.9   |
| Dr. Hsu class was amazing!!! He is very fair when grading. He makes the class interesting.                             |

|   |
|---|
| <b>PRG/421 Java Programming II</b> , Questions 2 responses, all faculty average 103 responses   |
| 1. How likely are you to recommend this instructor to other students?   |
| 10.0 8.6  |
| 2. My faculty provided instructional feedback that identified strengths and weaknesses throughout the course. 10.0 8.5  |
| 3. My instructor provided additional resources to aid in student understanding.   |
| 9.0 8.3   |
| This course (Java Programming II), is very hard but with the help of Dr Hsu I was able to make. Dr Hsu is one of the best instructors UOP could have. He dedicates real time to students one at a time and I like it very much. He really helped a lot to pass this course. I look forward to seeing him again on one of my future classes. |
| <b>POS/408 .NET I</b> Questions 1 response, all faculty average 87 responses  |
| 1. How likely are you to recommend this instructor to other students?   |
| 10.0 7.3  |
| 2. My faculty provided instructional feedback that identified strengths and weaknesses throughout the course. 10.0 7.5  |
| 3. My instructor provided additional resources to aid in student understanding.   |
| 10.0 7.4  |
| This was one of the courses I enjoyed the most. Dr Hsu is one of the best instructors at University of Phoenix.   |

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| <b>Table 4. Public Recommendation, on LinkedIn website 2016</b>  |
| I had professor Hsu as my instructor in two of my classes at Dominican College. He is very good at translating his expertise and knowledge in many areas of business to the students. His classes are well-planned. He is one of the very few professors who will not make you fall asleep in class. Professor Hsu also cares about his students and wants them to succeed, so I would recommend him as a professor to any business student, Eduardo Gonzalez, Risk Analyst, Citi Group, Costa Rica, July 11, 2016   |
| While I was a student at the University of Phoenix in Jersey City NJ, Professor Donald Hsu was my instructor in two different courses MTH/220 & PRG/211. I had amazing experience in my Algebra course he was able to explain and break down the math concepts in I was able to absorb. When I had him for Computer Programming course I was so excited, He used real world scenarios and his experience to teach us how to be an exceptional coder, we started with Visual basic, C++ and C#. He said "Learning Programming is like learning a new language, if you follow the rules you can be a programmer." I would Recommend Donald Hsu to any student or professional that wants to learn real world programming and Mathematics without him I did not think I would love both subjects today. Thank you Sir, Angel Pardellas, Help Desk Coordinator at Maricopa County Sheriff's Office, Arizona, August 8, 016 |
| It is a pleasure for me to record my impressions for Dr. Hsu. I attended his Java Programming class in the Spring 2016 semester at New Jersey Institute of Technology. During my classroom interactions, I observed that the professor has a good working knowledge of the various subject   |

areas within Information Technology, which he would share with us. He always makes sure to assign useful homework assignments, which helps us to understand his teachings. He also invested time in class to make sure each student assimilated the subject matter thoroughly. His was one of the most useful courses I have taken, and would recommend it to anyone looking to learn Java! Tejas Redkar, Data Engineer Intern at Maison MRKT, August 28, 2016.

Dr. Donald Hsu is the best instructor ever. He dedicates his time to his students one at a time. I took three of my classes with him. One of them was Java Programming II. Java Programming II is a very hard class but I learned a lot. I definitely look forward to seeing him again in one of my future classes, Everilda Rodriguez, Student at University of Phoenix, September 2, 2016

I took Donald's C#.NET course and I must say I was impressed with how he managed to teach a programming course with passion, commitment, and motivation. His knowledge of the subject and how it relates to the real world, are very insightful for someone trying to learn and find their way. I am glad I was his student. It gave me the connection I needed to continue with Software. I highly recommend this course to anyone looking to learn C#, Danny Vargas-Saborio, Biomedical Technician, November 24, 2016

I had the good fortune of meeting Professor Hsu via the BIG Data Market Research class. Professor Hsu, being the instructor, was very insightful and inspirational of the possibilities of the skills gained in this course. His vast experience comes through in the lessons benefiting all the students. For any teaching endeavor, I would certainly recommend Professor Hsu. From his vast experience, he is certainly qualified for more, Ruben Sanchez, Wireless Technical Professional, November 30, 2016

Donald is an excellent professor and mentor. I have taken several programming classes with Donald at University of Phoenix and find his style of teaching, allows for the easy assimilation of very complex material. Donald has expertise that straddles many industries. I would highly recommend Donald for any project, Andre Pierre Russell, HR/HCM SAP Implementation Analyst, December 2, 2016

I highly recommend Professor Hsu C# class. Professor Hsu has excellent communication skills. In addition, he is extremely organized, reliable and computer literate. Professor Hsu is detail-oriented and goal-oriented, making sure everyone understand the concept. I am very proud of being one the students who took his C# class, Miguel Huatuco, Robotics Technician, December 3, 2016

Dr. Hsu is a dedicated professor, who wants his students to succeed in life. He is truly an inspiration to me. I am honored to have studied under him. I got to learn a lot from him. His knowledge of Java is really strong. And most of all he is easy to talk too, Joel Ulahanna, Freelance Programmer, December 27, 2016

I took Professor Hsu's Java class and would like to highly recommend the class. Professor Hsu has an excellent communication skill. In addition, his class is extremely organized, reliable and computer literate. I really enjoyed his teaching style, Kaidi Yao, Data Analysis Intern, December 29, 2016