Business Administration Students' Business Opportunity Recognition and Problem Solving Skills

**Business Administration, BA (online) -
Mihaylo College of Business and Economics**

Step 1: Student Learning Outcome

Analyze and compare data, applying appropriate methodologies to support decision-making.

Step 2: Methods and Measures

In 2016/2017, the outcome was assessed in ISDS 361A and ISDS 361B across twenty-nine sections, two of which were offered in an online format (during summer 2017) and the remaining face-to-face (during spring 2017).

Direct Measure: 28 multiple choice questions administered during exams. Depending on instructors, the questions were either in one final exam or distributed across multiple exams throughout the semester.

Questions were categorized as "Computational" or "Conceptual," and broken down into the following Course Topics;

- Basic Excel Analytics
- Regression
- Forecasting
- Linear Programming
- Decision Analysis
- Simulation

Indirect Measure: Survey questions asked students to rate the level of difficulty in each of the Course Topics (see above) as "Relatively Easy," "Somewhat Challenging," or "Very Challenging."

Students were also asked to rate their level of confidence regarding the main elements of the course as "Not Confident," "Somewhat Confident," or "Very Confident."

Step 3: Criteria for Success

Direct Measure: Grading was based on the percentage of correct responses;

- Excellent (85-100%)
- Good (75-84%)
- Acceptable, with room for improvement (65-74%)
- Below Expectations (<64%)

Indirect Measure: None indicated

Step 4: Results

Direct Measure: The overall performance is acceptable, and there was no significant difference between online and face-to-face offerings. Average Scores:

- 70.1% across a maximum of 1154 students
- 70.3% face-to-face sections
- 68.2% online sections

Students performed the best on the "regression" topic and worst on the "simulation" topic. The simulation topic is most recently added to the newly redesigned syllabus. It seems most of the problem is in terms of the computational aspect. Particularly, one of the computational questions requires students to run a full simulation, which is challenging for many students without any other intermediate instructions. Questions

can be broken down to further assess the major point of difficulty in this topic. Also, the conceptual aspect of decision analysis topic would also need to be improved.

Indirect Measure: Overall, most students feel "somewhat confident" or "very confident" about all topics in the course. All topics are considered relatively challenging or easy by most of the students. The most challenging topic to students was reported to be simulation, which somewhat reflects their relatively lower performance.

Despite the quantitative nature of the course, which makes it relatively more challenging for many students, 61.2% of students reported a somewhat or significant increase in their interest in the Business Analytics field.

Step 5: Improvement Actions

Overall, the assessment in this round is at an "acceptable with room for improvement" level and shows significant improvement from the previous pilot round of assessment. A meeting with ISDS faculty will be conducted to discuss how the offering and/or evaluation question of the Simulation and Decision Analysis topics can be improved. Also, a few of the assessment questions would need to be revised as they use some wording that is not used uniformly across all sections.