

Bachelor of Business Administration in Management - Implemented Continuous Improvement

Implemented Improvement: Increase program rigor.

Outcome: Demonstrate how technology can support business decision making.

Action: Provide additional instruction in GBK 311 for conducting analyses using real (raw) datasets (sets with $n > 30$). This additional instruction will take the student from using technology to analyze the data through conducting actual analysis and determining the results (for decision making). Each faculty member will choose the best method that fits their teaching style; with the intent of NOT teaching the quizzes. This will be accomplished for both the face-to-face and online teaching modes.

Evaluation: The GBK 311 faculty members developed the quizzes for the assessment. Therefore, the quizzes are unlike the assignments and tests that students see throughout the term. This caused some consternation with students and is possibly a contributing factor in the low overall scores. To combat the “fear” of taking quizzes, which look different from an exam or assignment, GBK 311 faculty members will be conducting additional instruction. Faculty members need to pay particular attention and provide additional instruction, beyond the previously recommended teaching change, to ensure the online students understand the material as well as, if not better than, the face-to-face (F2F) students.

Data: Business Statistics: Faculty developed three quizzes in Spring 2016 to test the knowledge of a student’s use of technology to analyze data and understand the results, such that appropriate decisions could be made. The average score of the three quizzes was used as the final score for the assessment.

In 2016, the B.B.A. (including individual majors) and B.A.A.S. programs, overall, did not meet the expected target. All majors were compared, and we found there were no significant differences in their average scores ($p = 0.059$). Online versus F2F sections were analyzed to determine if there were differences in the average scores. There were no significant differences, when comparing the proportions of students earning an average of 75% or more, between the two modes ($p = 0.105$). However, both modes were compared for overall differences, which was found to be significant ($p = 0.029$).

In 2017, B.A.A.S. students scored the highest of all the majors with 58% achieving the target, up 24% from the previous calendar year (CY). However, they still did not meet the 70% target. In terms of online sections versus F2F sections, 60% of the F2F students achieved the target, which is a 22% increase from the previous CY. Of the online students, 28% achieved the target, which is down 1% from the previous CY.