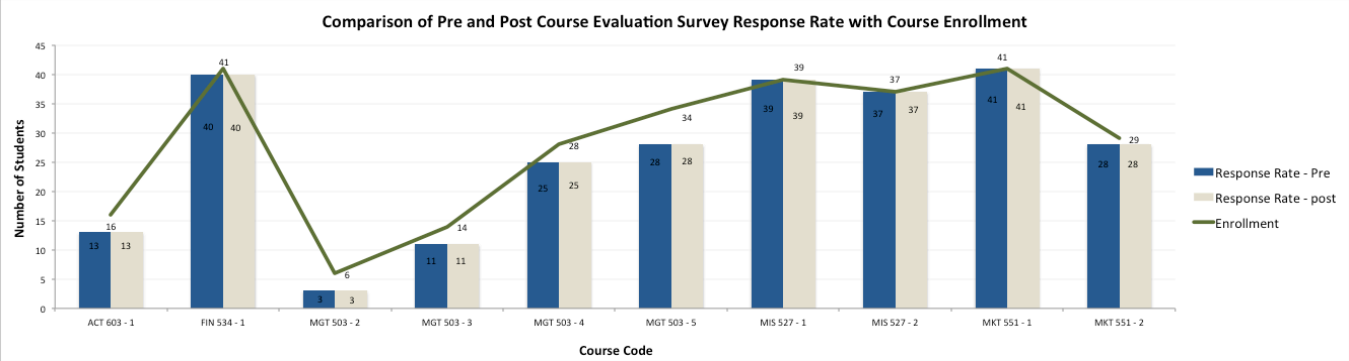
ITU DEPARTMENT OF BUSINESS ADMINISTRATION

PRE AND POST COURSE EVALUTION SURVEY RESULTS

SPRING 2017

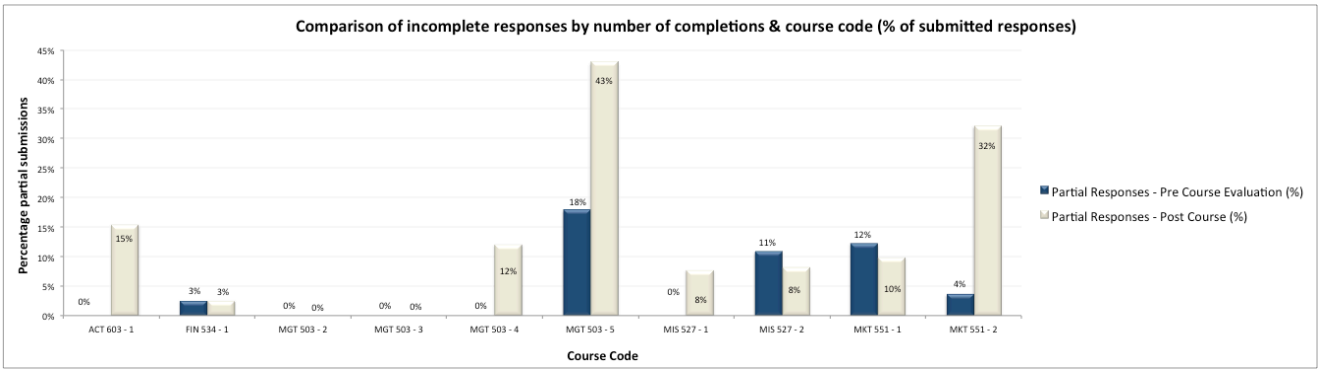
1. Courses surveyed:
    a. ACT 603 (Accounting Information Systems) – Weekend Elective
    b. FIN 534 (Financial and Economic Analysis) – Weekend Core
    c. MGT 503 (Organizational Leadership Theories) – Weekend and Online Core
    d. MIS 527 (Technology and Operations Management: Creating Value) – Weekend Core
    e. MKT 551 (Competitive Marketing Strategies) – Weekend and Online Core



Comparison of course enrollment with pre and post course survey completion rates

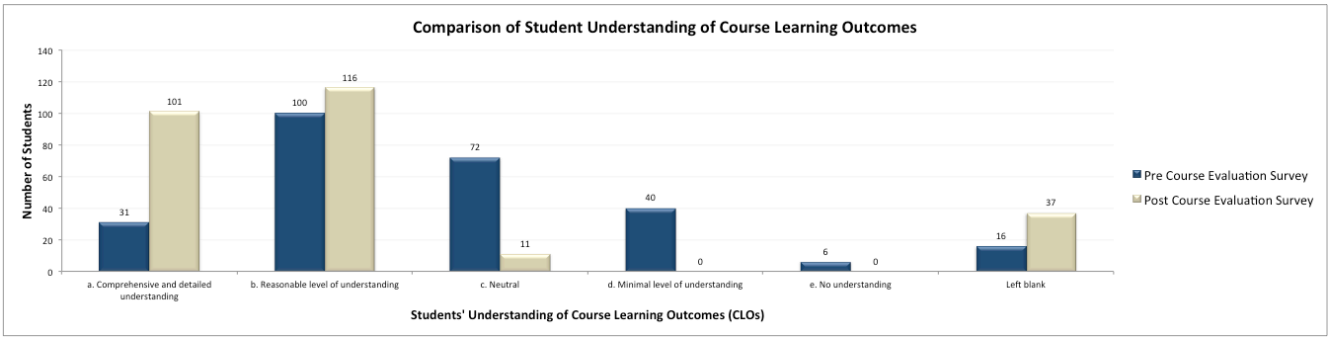
- Of the courses surveyed, most students enrolled completed the pre and post course evaluation surveys.
- Some courses such as MIS 527 and MKT 551 had nearly a 100% response rate. This means that almost all students enrolled in the courses submitted their surveys.

- The lowest response rate to enrollment percentage of 50% was noted in MGT 503 – 2 (Weekend). Of the 6 students enrolled, only 3 students submitted their responses.



Comparison of partial or incomplete responses based on number of submissions by course

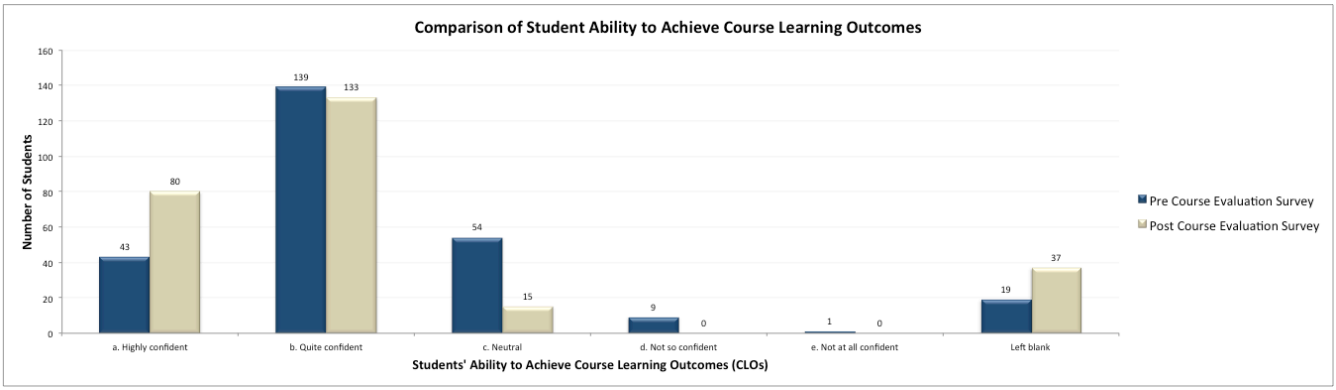
- Of the surveys submitted, we also analyzed responses that were partially complete. This implies that, even though students submitted their responses via EMS, it was noted that certain questions were unanswered. Where this was observed and was not found to be significant, the term “left blank” was used to denote partial responses.
- We noted that the higher percentage of partial responses was observed in the post course evaluation surveys as opposed to the pre course evaluation surveys. One of reasons is that the post course survey is posted in the EMS in the last week of the course. In the last week the students are working on either their final exam or their final project. In addition, for the post course evaluation surveys, there is little or no follow up with the students to complete the surveys.
- In the MIS 527 courses, the trend explained above was reversed. It was observed that students preferred to provide a response at the end of the course rather than at the beginning where they had little understanding or comprehension of the CLOs.



Comparison of students' understanding of Course Learning Outcomes – Aggregated by all courses surveyed

- One of the key questions asked on the pre and post course evaluation surveys was "how well students understood the CLOs" in the courses they were enrolled in. Students were provided a scale with the following options to choose from: a. Comprehensive and detailed understanding; b. Reasonable level of understanding; c. Neutral; d. Minimal level of understanding; and e. No understanding.
- Of the responses submitted across all courses surveyed, dramatic reduction was noted in students who started the courses with little or no prior understanding of the CLOs. This implies that students, after going through a particular course moved to the higher levels of understanding as expected.
- Of particular interest is the drastic increase (more than double) in students who left this question unanswered in the post course evaluation survey.
- Students who started with a reasonable level of understanding stayed at the same level with only a slight increase at the end of the course (100 vs 116).
- Students who noted that they had a comprehensive and detailed understanding of the CLOs at the end of the course more than tripled (31 vs 101).
- Students who had neither a good understanding of the CLOs nor a poor understanding of the CLOs at the end of the course was nearly 6.5 times lower than it was at the start of the course (72 vs 11)

- Of the students who had a minimal (40) or no understanding (6) of the CLOs of the start of the term, not a single student remained at these levels at the end of the term.



Comparison of students' ability to achieve Course Learning Outcomes – Aggregated by all courses surveyed

- Another key question asked on the pre and post course evaluation surveys was "how well students thought they would be able to achieve the CLOs" in the courses they were enrolled in. Students were provided a scale with the following options to choose from: a. Highly confident; b. Quite confident; c. Neutral; d. Not so confident; and e. Not at all confident.
- Of the responses submitted and the courses surveyed, it was noted that the number of students who were not so confident or not at all confident in their abilities to achieve the CLOs at the start of the course moved to zero at the end of the trimester because during the trimester, the students became confident in their learning.
- Of particular interest is the drastic increase (nearly double) in students who left this question unanswered in the post course evaluation survey.
- Students who thought they were neither confident not unconfident of achieving the CLOs at the end of the course showed a dramatic decrease (54 vs 15).
- Students who started off as highly confident in their ability to achieve the CLOs at the start of course nearly doubled at the end of the course (43 vs 80).

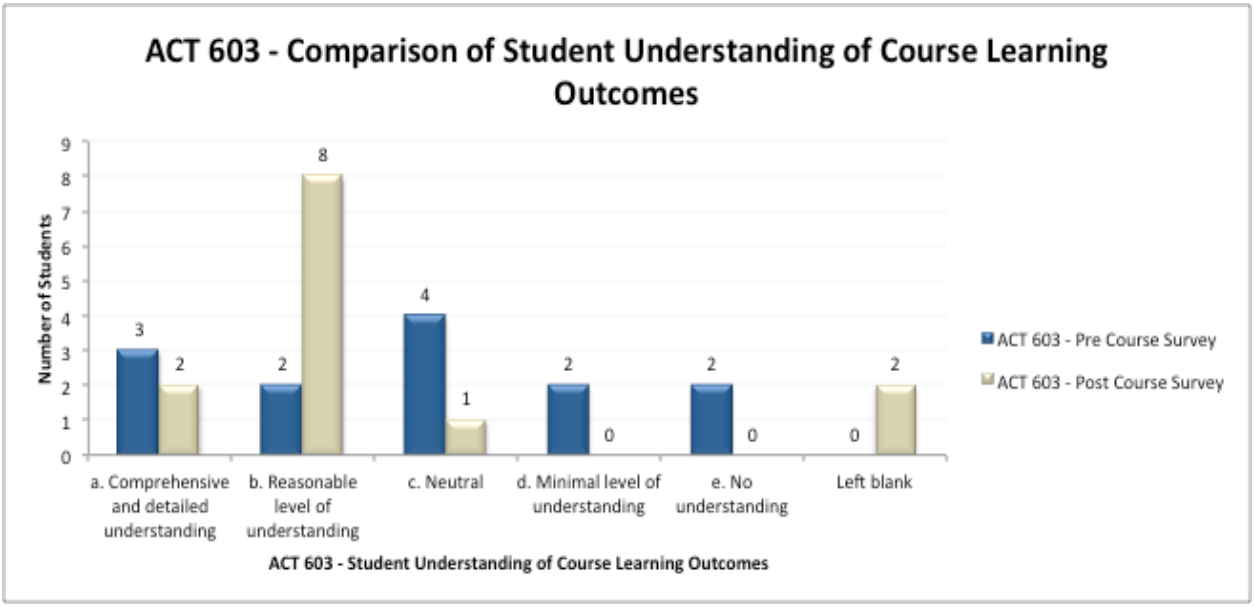
- Students who were quite confident in their ability to achieve the CLOs at the start of the course decreased slightly at the end of the course (139 vs 133).

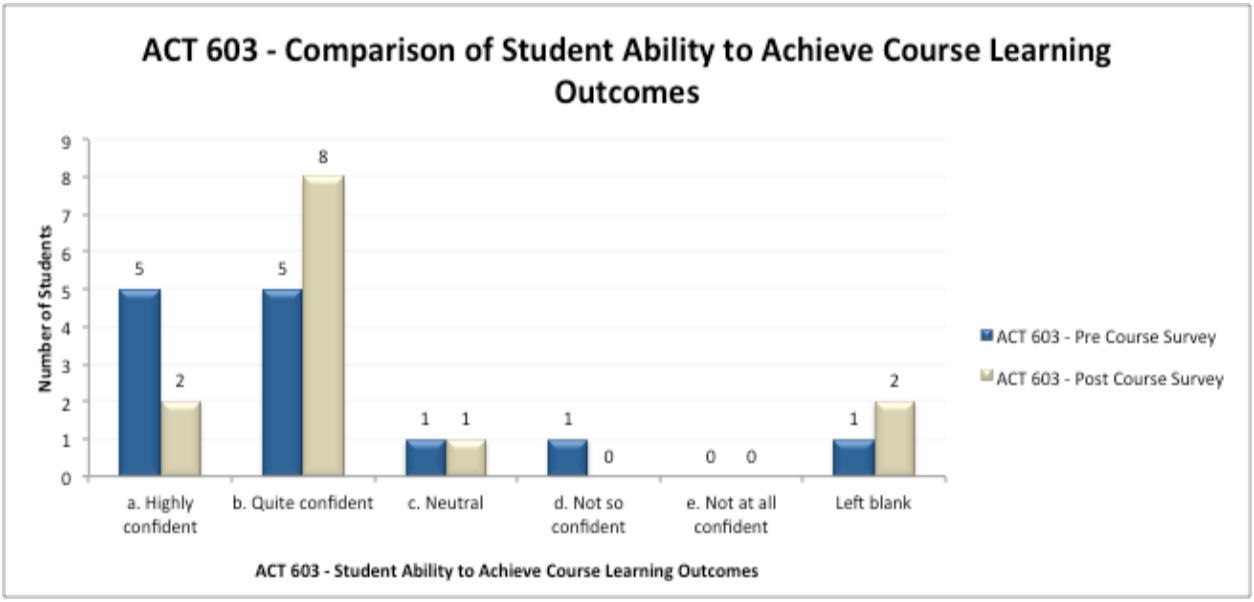
INDIVIDUAL COURSE SURVEY RESULTS

From the above graphs of the individual course survey results, the level of understanding of the CLOs is higher in the post results. Their confidence to achieve the learning is also increased in the post results. This shows that the students earned the learning as expected in the course.

Most of them provide details of what they learned, such as "*how the system process including making an order, create an invoice, and all those data links to financial and accounting"* from the course ACT 603, "*The most valuable concept I learned from this course is that the prerequisite of developing leadership is knowing myself"* from the course MGT 503, or "*Concepts like evaluating leadership strengths and challenges, values, recognition and appreciation, freedom and choice, courage impact business ethics, emotional intelligence gave me a clear insight of the subject and helped me to know myself more*" from the same course. Stating what the students learned at the end of the course is evidence that the students became very knowledgeable about the CLOs.

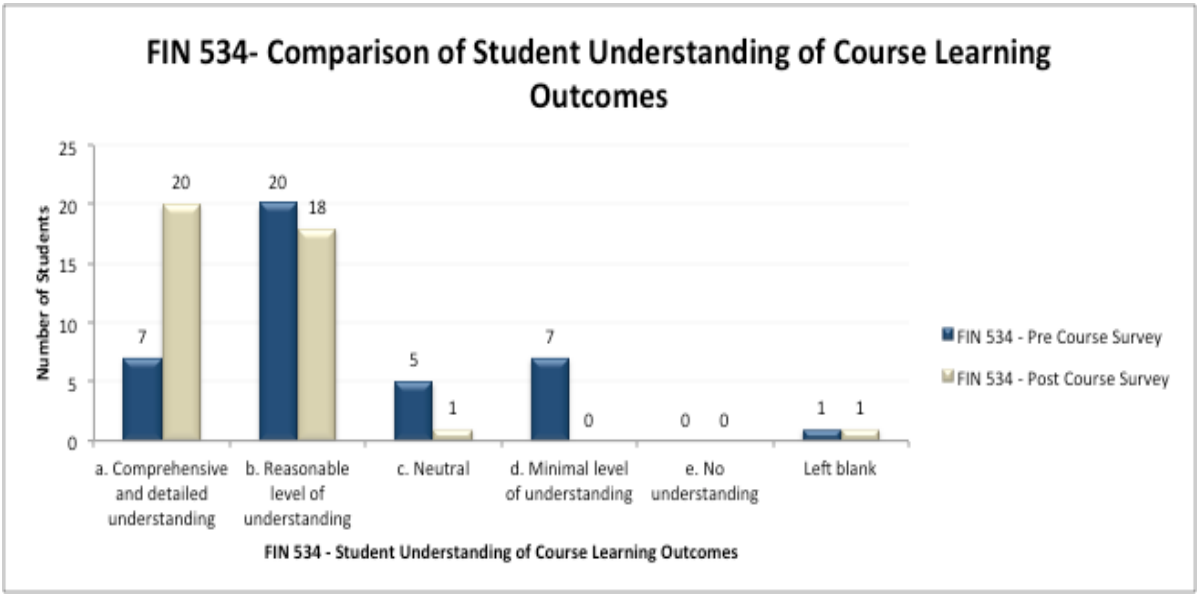
The answers to the questions with minimal or no understanding of the CLOs or not confident show the same level of the learning progress, where the number of answers is reduced in these questions.

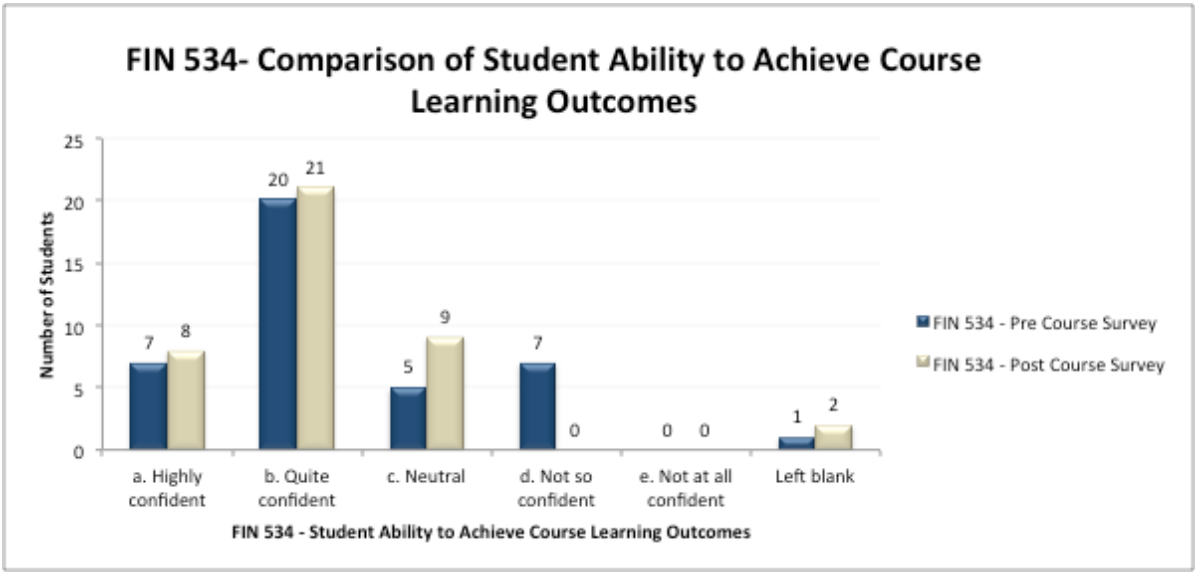




- For ACT 603, the number of students who rated their understanding of the CLOs as “comprehensive and detailed” dropped by 1. Similarly, the number of students who rated their ability to achieve the CLOs in this course also dropped by 3 students. This might be indicative of a change in faculty part way through the trimester. Two different faculty members taught this course in Spring 2017. Further, the last day of the course (when students completed

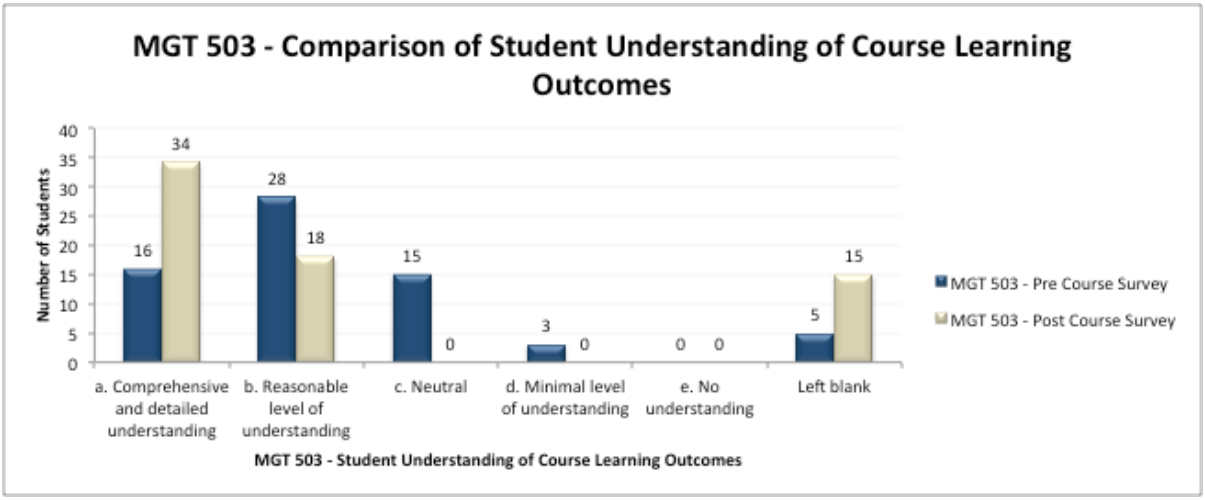
the post course evaluation) was also the last day of the trimester. This is when students are at their busiest and are completing final presentations, exams, etc. for multiple courses.

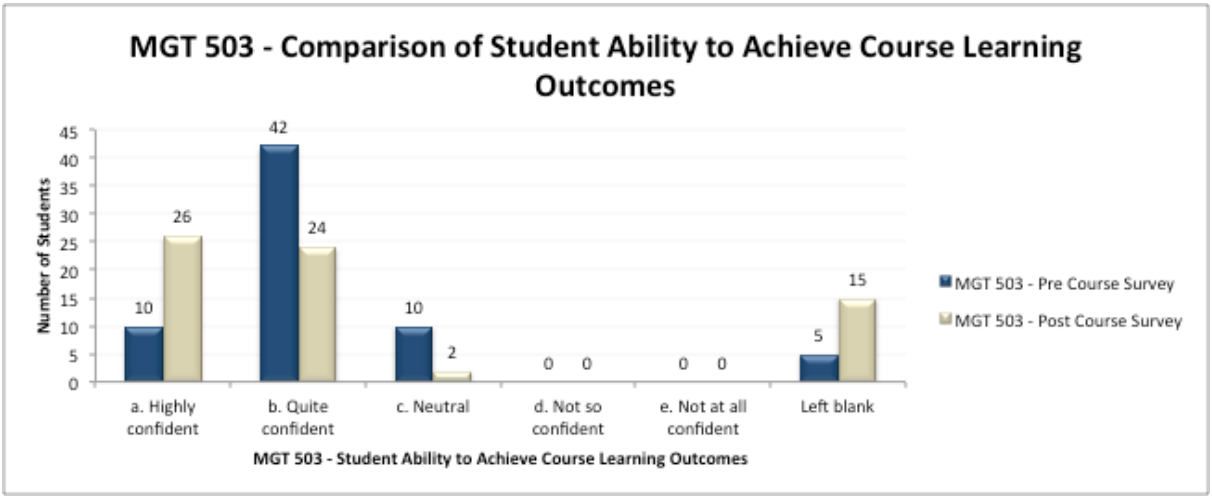




- For FIN 534, the number of students who rated their understanding as being at a “reasonable” level dropped by 2. Also, the number of students who rated their ability to achieve the CLOs as “neutral” increased by 4 students. It must be noted that this course ended on the last day of the trimester. This is when

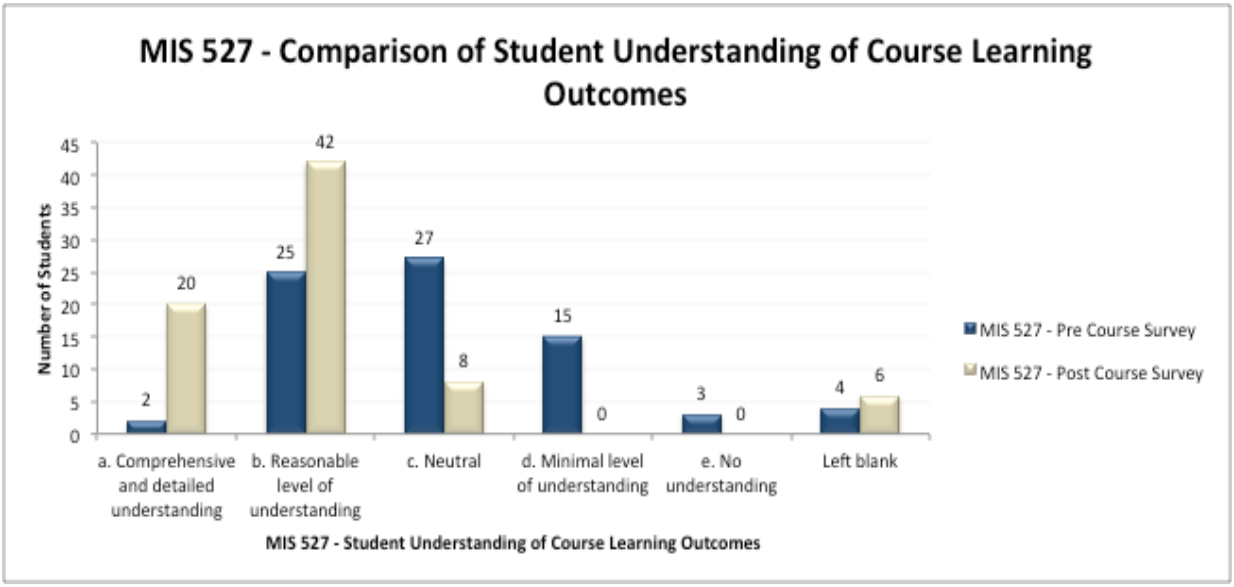
students are at their busiest and are completing final presentations, exams, etc for multiple courses. For the increased number of students responding "neutral" about their ability to achieve the CLOs, it may be said that students may not be focusing on the question, especially since the question about "ability" and "understanding" are placed in sequence on the post course evaluation survey.

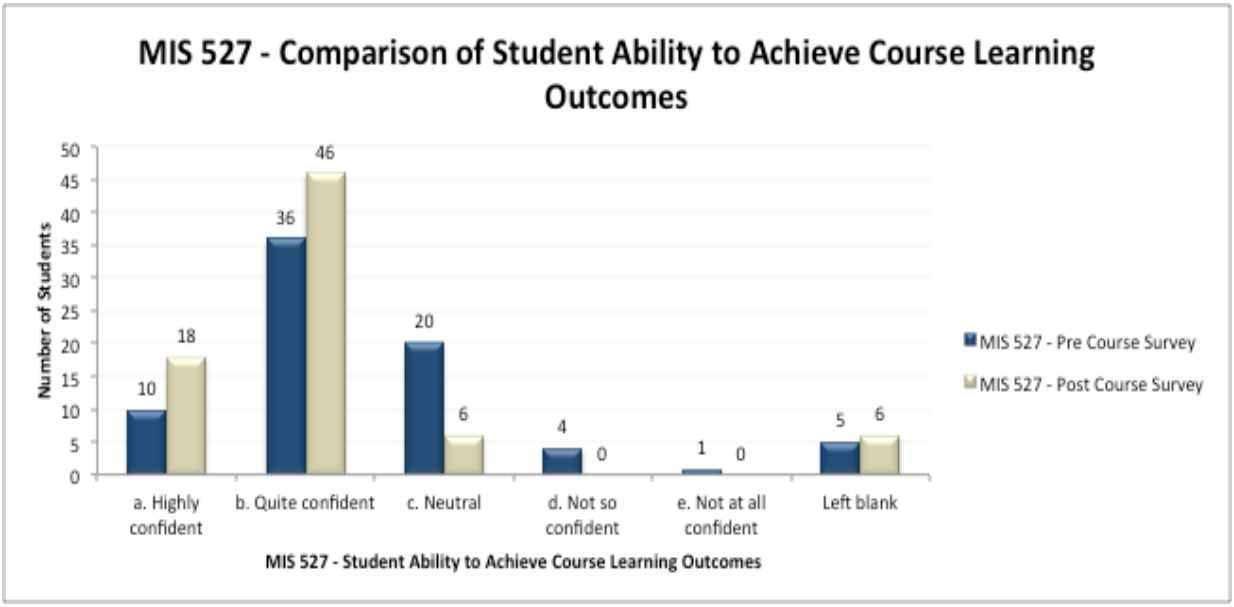


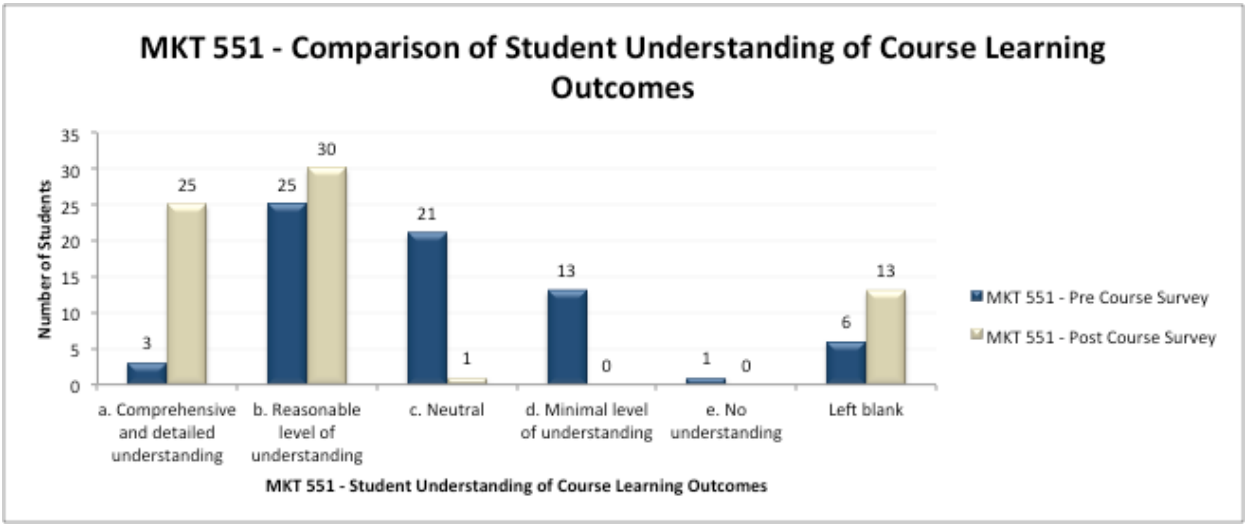


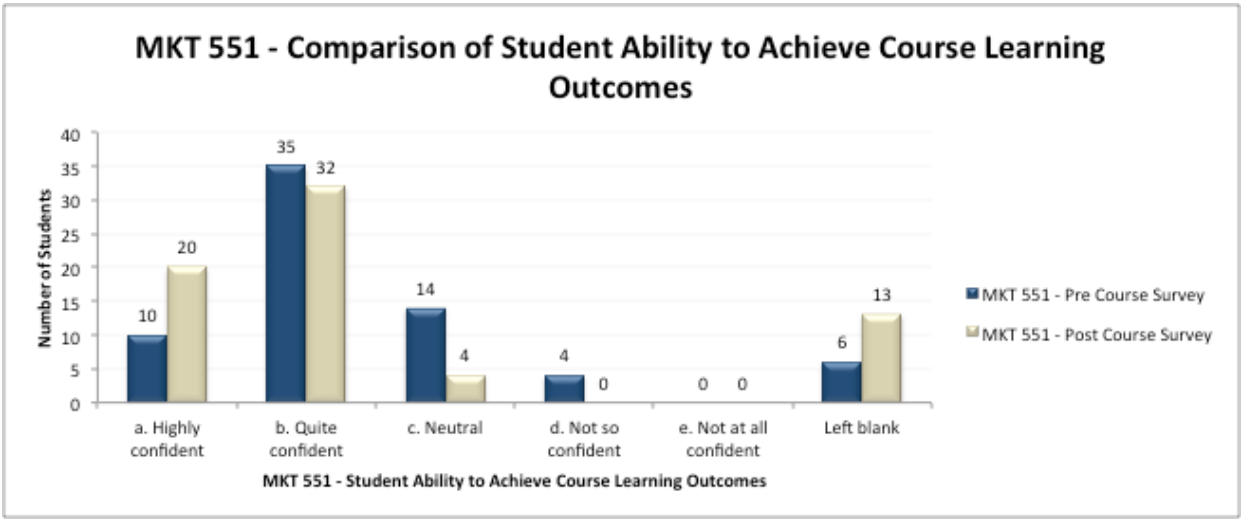
- MGT 503 is offered in 2 formats: Online and Weekend. The trend observed with the drop in students identifying their understanding of the CLOs as "reasonable" (10 students) and their confidence in achieving the CLOs as "quite confident" (18 students) at the end of the course is explained almost entirely by the online experience.

- The online sessions are condensed into 7 weeks, which may have led to students rushing to meet multiple deadlines. Students may also be enrolled in other on campus courses, which may have their own mid term exams at the time of completion of MGT 503 (online). Further, some students are looking for more case study based discussions on multiple leadership topics to understand the CLOs better. A combination of these factors may have led to the trends observed.









- MKT 551 is offered in 2 formats: Online and Weekend. The trend observed is a small drop in students identifying their confidence in achieving the CLOs as “quite confident” (3 students) at the end of the course is explained almost entirely by the online experience.
- The online sessions are condensed into 7 weeks, which may have led to students rushing to meet multiple deadlines. Students may also be enrolled in other on campus courses, which may have their own mid term exams at the time of completion of MKT 551 (online).