

THE UNIVERSITY OF NORTH CAROLINA ASHEVILLE
FACULTY SENATE

Senate Document Number 4420S
Date of Senate Approval 04/30/20

Statement of Faculty Senate Action:

APC Document 40 (MGMT): **Change description and prerequisite for MGMT 428**

Effective Date: Fall 2020

1. **Delete:** On page 222, course description for **MGMT 428, Business Analytics:**

428 Business Analytics (2)

Introduces students to quantitative methods for assessing large data sets in an effort to improve managerial decision making. Focus will be on the application of methods to real world case studies. Class will include laboratory time to explore methods in a computer-based environment. Topics will include clustering, regression, and forecasting. Prerequisite: STAT 225 or permission of instructor. Typically Spring.

Add: On page 222, in place of deleted course description for **MGMT 367: Business Analytics:**

367 Introduction to Business Analytics (2)

Introduces students to quantitative methods for assessing large data sets in an effort to improve managerial decision-making. Focus will be on providing the foundation needed to apply business analytics to real world case studies. Class will include laboratory time to explore methods in a computer-based environment. Topics will include clustering, regression, and forecasting. Previous familiarity with statistics is assumed. Prerequisite: grade of C or better in STAT 185 or 225. Typically odd years Spring.

Impact Statement: No additional resources are necessary for these changes; they are a more accurate reflection of course expectations to encourage additional enrollments from a broader array of students. The course is an elective course for all majors. We anticipate an approximate class size of 20. The 2-hour course, taught during Term I or Term II of the regular semester, will meet twice a week for a total of 3 hours. The course is largely laboratory-based and will primarily be taught by Dr. Patrick Hester. It is anticipated that the course will be offered odd years during the Spring semester. Most business curricula at peer institutions have courses focused on business analytics and a lack of such a course in our curriculum is a significant detriment to preparing our students for post-graduation life.

Learning Objectives:

1. Understand methods for data clustering.
2. Utilize regression methods to assess large data sets.
3. Utilize forecasting methods to predict future behaviors.
4. Become proficient in the use of computer software to employ learned methods.

Rationale: Three changes are occurring as a result of this proposal: 1) A change in course numbering from 428 to 367, 2) a course description change and name change from “Business Analytics” to “Introduction to Business Analytics” and 3) a change in the prerequisite for the course.

- 1) **Change from 428 to 367.** This change is a reflection of the concern that a 400-level course may discourage some students for which this course is both valuable and appropriate. As the course is being renamed (and refocused), the intention is to provide an introductory exposure to concepts associated with Business Analytics. This is reflected in the change from a 400-level course to a 300-level course.
- 2) **Change to “Introduction to Business Analytics.”** In concert with the change proposed in Item 1, this is intended to broaden the potential student audience of the course. Students will understand that prior business analytics knowledge is not a prerequisite for enrollment in this course with the updated name. The course description has been revised to reflect the introductory focus of the course, and now includes a statement to reflect a need for statistical familiarity prior to course enrollment.
- 3) **Change in prerequisite.** This change, from requiring STAT 225 as a prerequisite to requiring a C or better in STAT 185 or 225 is the most drastic change. It was found that an insufficient pool of students existed under the previous requirement, resulting in the cancellation of the course in Fall 2019 due to limited demand. This change, coupled with the previous two, will drastically increase the eligible student population. Changing the prerequisite alone increases the total potential student population significantly (1,886 students received a C or above in STAT 185 or 225 from Fall 2015 to Fall 2019, while only 202 students simply passed STAT 225). This is good, as the intent of the course is to appeal to a broad, interdisciplinary audience as the skillset being taught is applicable to a significant portion of the student population at the university. Additionally, it is believed that the course can be taught without loss of quality due to the revised requirements. A minimum grade requirement enforces necessary rigor for prospective students in order to improve their chance at success in the course, while making it available to a broad range of students. Further, a minimum C grade is in-keeping with university norms for grade minimums.