

Course Evaluation Results

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| Key | Value |
|--|--|
| Course | Business Intelligence II |
| Course Code | BBT4206 |
| Class | BBIT 4.2 |
| Semester Duration | 21 st August 2023 to 28 th November 2023 |
| Date of Evaluation | 25 th September 2023 to 29 th September 2023 (Week 6/14) |
| Total number of students who submitted the course evaluation | 94 |
| Total number of students registered in the AMS at the time of the course evaluation | 115 |
| Response rate | 81.73% |
| e-Learning URL | https://elearning.strathmore.edu/course/view. php?id=6599 |
| Data collection tool URL (for access to the raw data) | https://elearning.strathmore.edu/mod/ questionnaire/view.php?id=221958 |
| Lecturer | Dr Allan Omondi |

1 Overall Course Evaluation Score

Overall Course Evaluation Score

Mean Score

Percentage

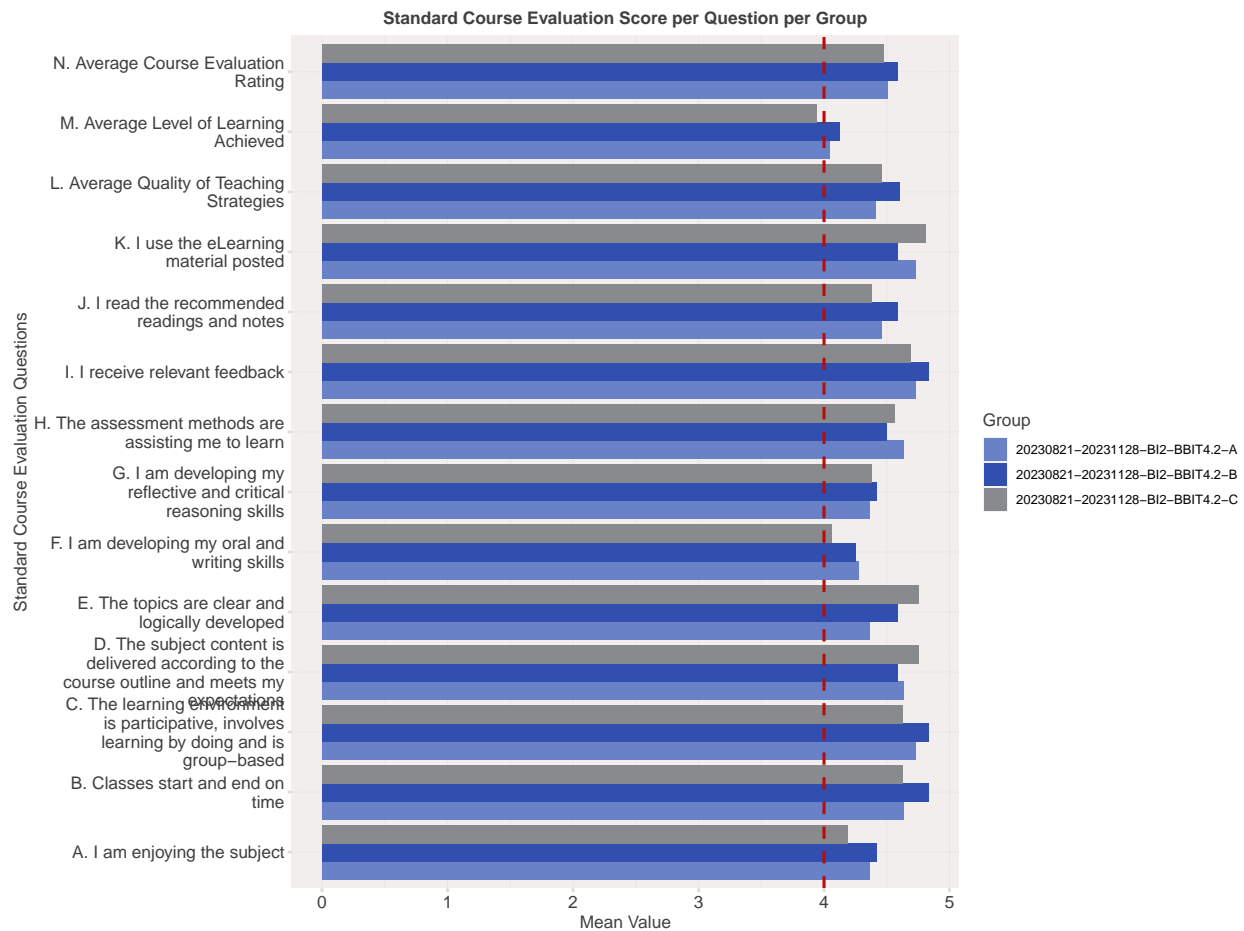
4.3839

87.6789

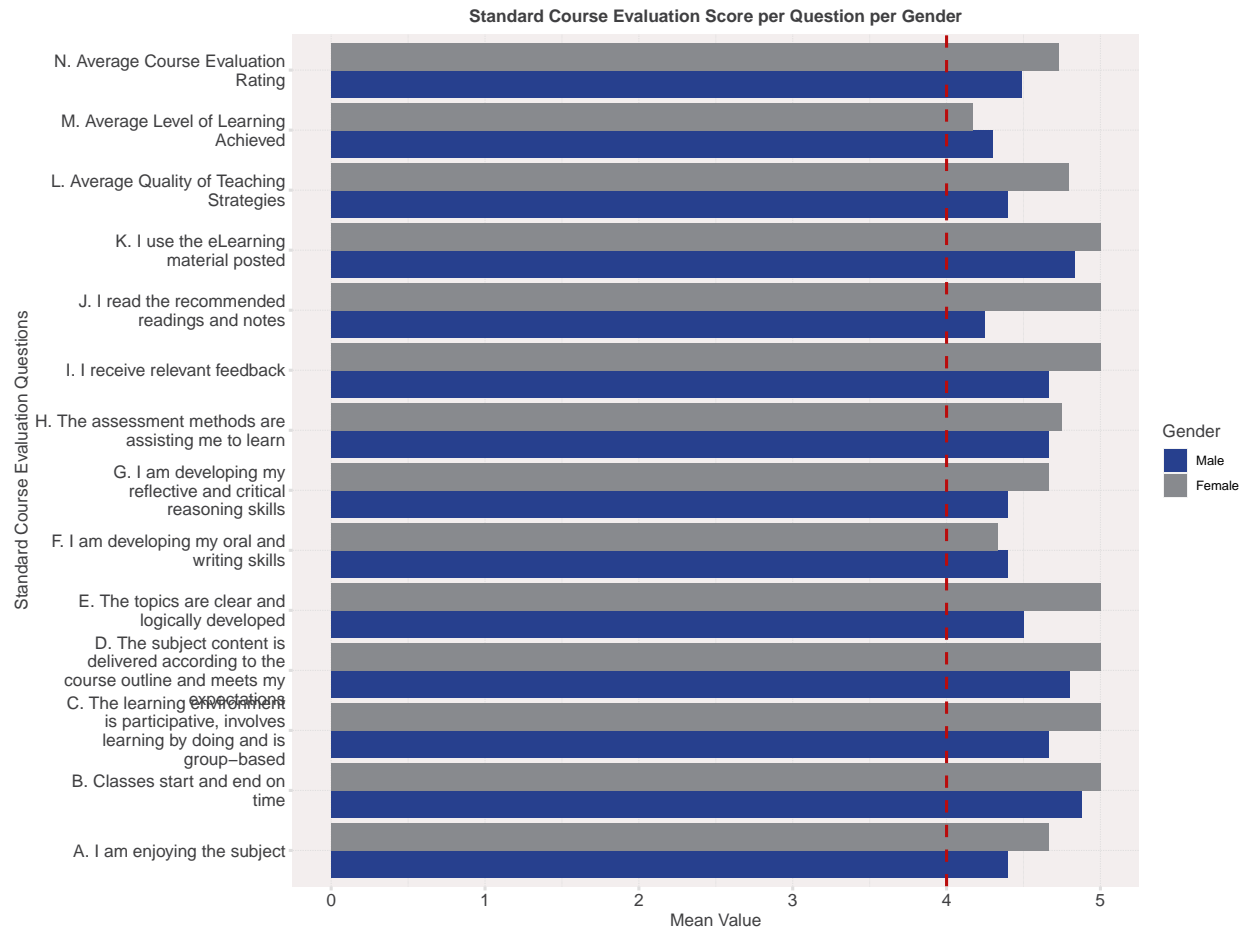
Mean Score Percentage 1 4.383946 87.67892

1.1 Course Evaluation Scores per Group

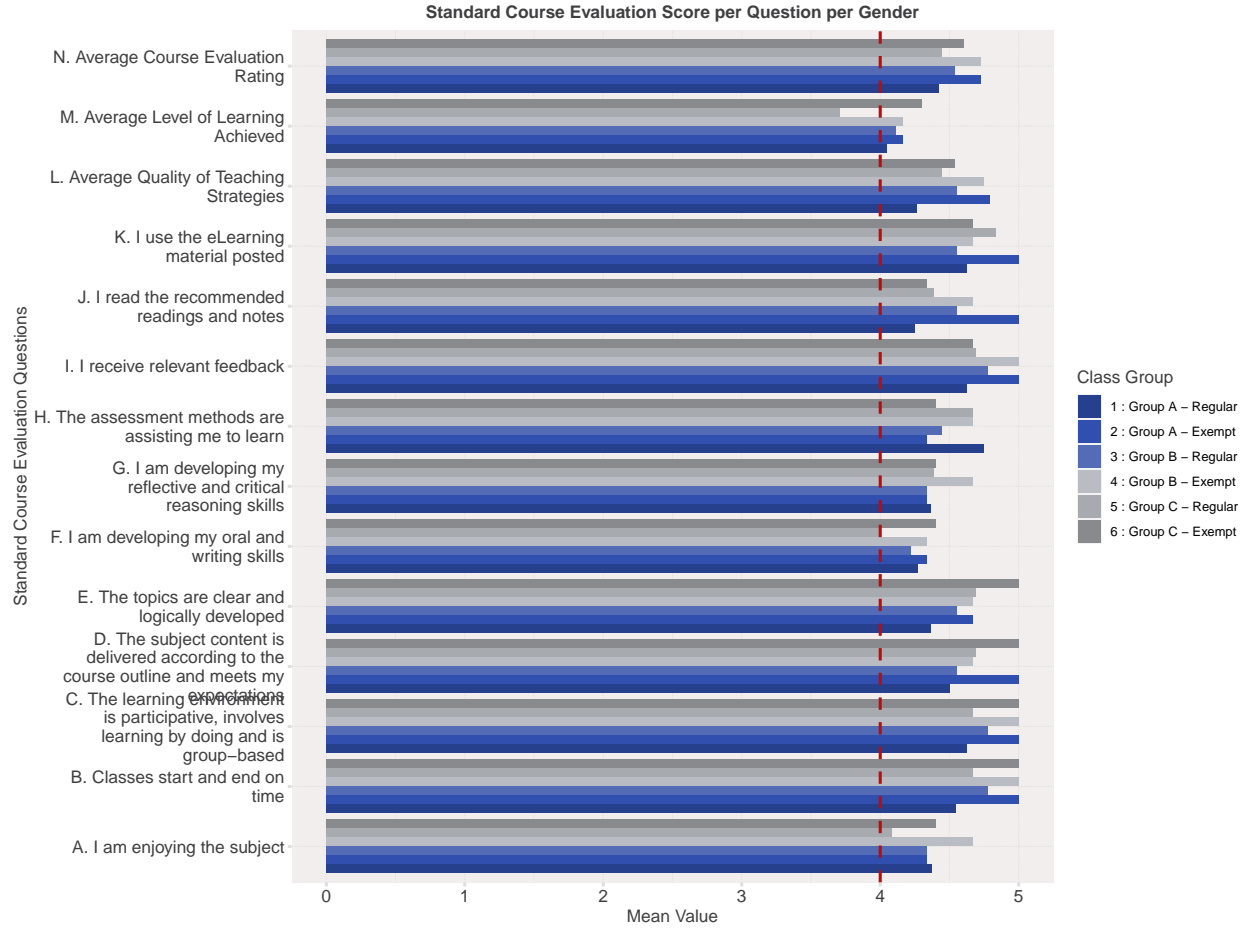
The “**Average Course Evaluation Rating**” variable in the plot below indicates the score **per group** with a baseline of 4/5.



The “**Average Course Evaluation Rating**” variable in the plot below indicates the score **per gender** with a baseline of 4/5.



The plot below presents a drill-down of the class group into **regular** and **exempt** students:

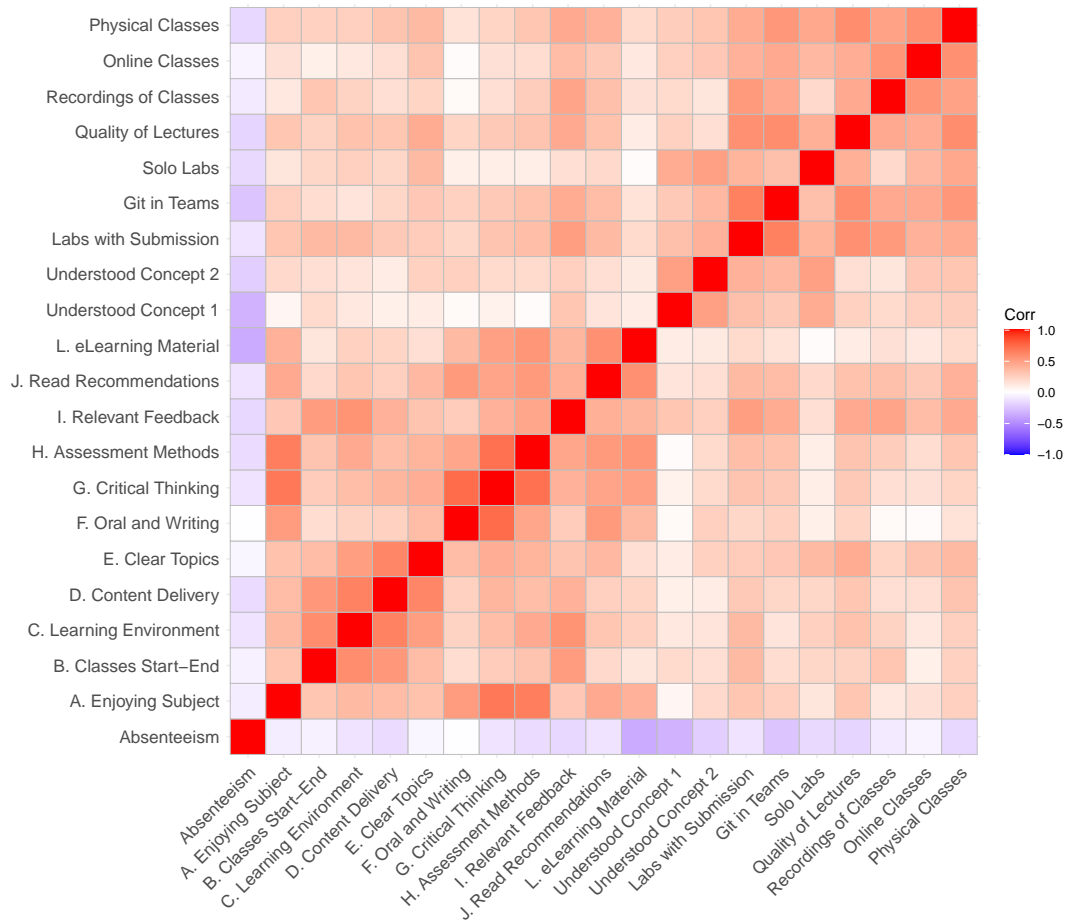


2 Correlations

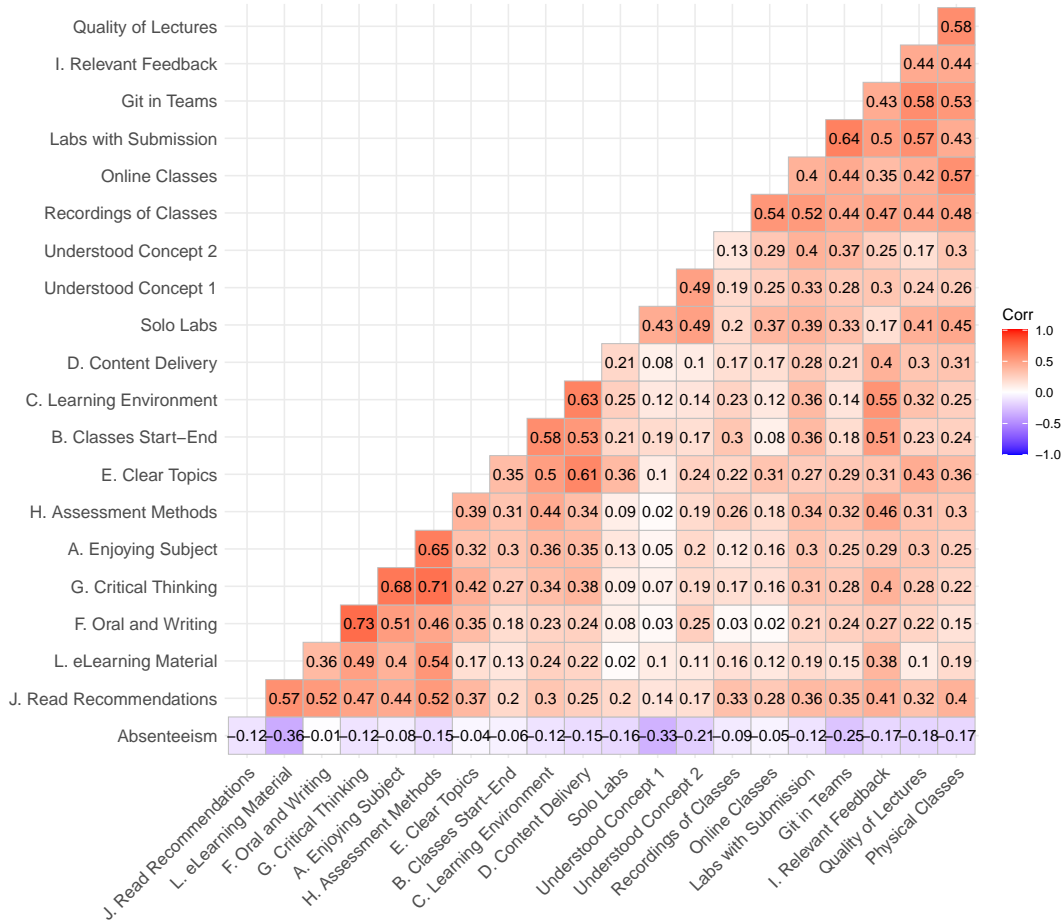
The following variables have been renamed to fit the correlation plots:

- ‘A. Enjoying Subject’ = ‘Q02_General Questions->A - 1. I am enjoying the subject’,
- ‘B. Classes Start-End’ = ‘Q02_General Questions->A - 2. Classes start and end on time’,
- ‘C. Learning Environment’ = ‘Q02_General Questions->A - 3. The learning environment is participative, involves learning by doing and is group-based’,
- ‘D. Content Delivery’ = ‘Q02_General Questions->A - 4. The subject content is delivered according to the course outline and meets my expectations’,
- ‘E. Clear Topics’ = ‘Q02_General Questions->A - 5. The topics are clear and logically developed’,
- ‘F. Oral and Writing’ = ‘Q02_General Questions->A - 6. I am developing my oral and writing skills’,
- ‘G. Critical Thinking’ = ‘Q02_General Questions->A - 7. I am developing my reflective and critical reasoning skills’,
- ‘H. Assessment Methods’ = ‘Q02_General Questions->A - 8. The assessment methods are assisting me to learn’,
- ‘I. Relevant Feedback’ = ‘Q02_General Questions->A - 9. I receive relevant feedback’,

- ‘J. Read Recommendations’ = ‘Q02_General Questions->A - 10. I read the recommended readings and notes’,
- ‘L. eLearning Material’ = ‘Q02_General Questions->A - 11. I use the eLearning material posted’,
- ‘Understood Concept 1’ = ‘Q03_Level of Learning Achieved->B - 1. Concept 1 of 4 - Ensemble Methods for Predictive Analytics’,
- ‘Understood Concept 2’ = ‘Q03_Level of Learning Achieved->B - 2. Concept 2 of 4 - Predictive Modelling Using R’,
- ‘Teaching - Labs’ = ‘Q04_Quality of Teaching Strategies->C - 1. Labs with comments that describe each step to be followed’,
- ‘Labs with Submission’ = ‘Q04_Quality of Teaching Strategies->C - 2. Labs that require you to put in effort to make a submission related to the content of the lab’,
- ‘Git in Teams’ = ‘Q04_Quality of Teaching Strategies->C - 3. Labs that require you to use Git to work in a team’,
- ‘Solo Labs’ = ‘Q04_Quality of Teaching Strategies->C - 4. Labs that require you to work alone’,
- ‘Quality of Lectures’ = ‘Q04_Quality of Teaching Strategies->C - 5. The quality of the lectures given (quality measured by the breadth (the full span of knowledge of a subject) and depth (the extent to which specific topics are focused upon, amplified, and explored) of learning - NOT quality measured by how fun/comical/lively the lectures are)’,
- ‘Recordings of Classes’ = ‘Q04_Quality of Teaching Strategies->C - 6. The recordings of online classes’,
- ‘Online Classes’ = ‘Q04_Quality of Teaching Strategies->C - 7. Online classes in general’,
- ‘Physical Classes’ = ‘Q04_Quality of Teaching Strategies->C - 8. Face-to-Face classes in general’



The specific correlation values are presented below:



2.1 Interesting Correlations

The following are hypothetical statements given that “correlation does not imply causation”.

- **.73 correlation** between “I am developing my oral and writing skills” and “I am developing my reflective and critical reasoning skills”: *Consider writing as formalized thinking.*
- **.71 correlation** between “The assessment methods are assisting me to learn” and “I am developing my reflective and critical reasoning skills”: *The more effort students put into the assessment, the more they develop their reflective and critical reasoning skills.*
- **.68 correlation** between “I am enjoying the subject” and “I am developing my reflective and critical reasoning skills”: *The more a student enjoys the subject, the more they consider their reflective and critical reasoning skills as developing.*
- **.65 correlation** between “The assessment methods are assisting me to learn” and “I am enjoying the subject”: *Students who value the assessments enjoy the subject more.*
- **.64 correlation** between “Labs that require you to use Git to work in a team” and “Labs that require you to put in effort to make a submission related to the content of the lab”: *The more students appreciate the use of Git for working in teams, the more they appreciate labs that require a submission to be made.*

- **.61 correlation** between “The subject content is delivered according to the course outline and meets my expectations” and “The topics are clear and logically developed”: *The more the course outline is followed, the clearer and more logically developed the topics are.*
- **-.33 correlation** between “Concept 1 of 4 - Ensemble Methods for Predictive Analytics” and “Absenteeism”: *Students who started the semester late (high absenteeism), had a harder time understanding concept 1 which was covered at the beginning of the semester.*
- **-.36 correlation** between “I use the e-learning material posted” and “absenteeism”: *The higher the number of classes missed, the lower the student's engagement with content posted on e-learning*

Below are the two most extreme (positive and negative) correlations:

