

Approach A course about descriptive and (primarily) predictive analytics Using Evans Business Analytics text and Frontline Systems XL Miner software

Initial Concerns A return to yesteryear – student interest had waned for a long time Student experience with statistics Student capabilities Readily available materials Accommodation of both methods AND interpretation/understanding

The Very Good News

- As students learn descriptive statistics using EXCEL, their quantitative thinking, abilities, and confidence all increased quickly.
- Student interest (even excitement) increased with relevant examples! Athletics, college admissions, credit scoring, market segmentation, etc.

Dealing with the Danger...

• Most students will know less than they think they do. Be aware of their willingness to over-interpret (or, not interpret at all). This offers a good opportunity to explain what statistics and analysis IS and IS NOT!

A Caution Thus Far...

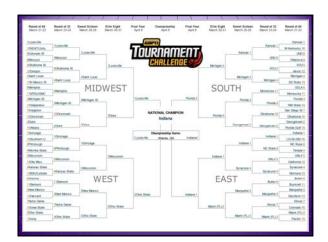
Do not get lost in the technical terminology. Business students will not get it. The examples are rich in context and in terms of 'neural feedback', so emphasize context and move concepts in slowly.

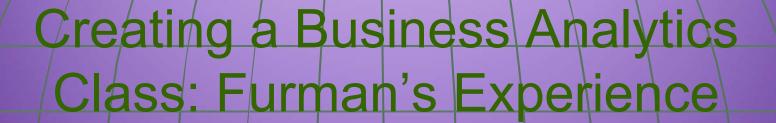
Anecdotes on Muddling Through

- Making it 'sexy'.
 - The Target Example
 - Sports data MoneyBall
- Making the data gathering component real
 - NCAA Basketball the right time of the year!









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So What is a 'Furman'?



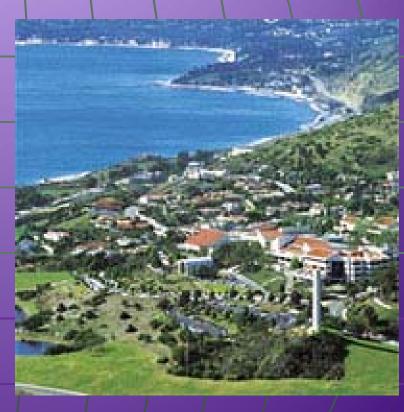


- Private, liberal arts, all undergraduate
- In Greenville, SC along I-85
- Business program, Economics dept.,
- no statistics department
- Division I Sports



So What is a 'Pepperdine'?





My Current Undergraduate Class at Furman

- BUS 337 Business Analytics I
- Last spring, 28 juniors and seniors, heavily Business Administration majors. Spring 2014, to be similar
- Background primarily limited to an introductory economics-based statistics course



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- Using Evans <u>Business Analytics</u> text and Frontline Systems XL Miner software

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