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QUALITY ASSURANCE OF C2

BUSINESS ANALYTICS SKILLS FOR THE FUTURE-PROOF SUPPLY CHAINS

Introduction

The *Business Intelligence* Handbook is the latest installment in the series developed as part of the BAS4SC (Business Analytics Skills for Future-proof Supply Chains) project and serves as a natural continuation of the content presented in the previous volume. This publication has been carefully designed to address the practical needs of the job market, where analytical competencies and data-handling skills are essential for both students and practitioners in logistics and supply chain management.

The handbook and its accompanying materials provide practical support for students, academic instructors, and professionals engaged in the analysis of logistics and business processes.

Textbook *Business Intelligence* (C2)

The purpose of this report is to present the results of a quality assessment of the *Business Intelligence (C2)* textbook, conducted by a group of students participating in the BAS4SC project. The analysis includes both quantitative results for each evaluation criterion and qualitative comments. Particular emphasis was placed on assessing the textbook's usefulness for teaching, its alignment with the curriculum, and its relevance to business needs.

Question: Are the chapters relevant to the title of the course?

Of the 21 responses, 95.2% of students rated this criterion as 5, and 4.8% rated it as 4. The average rating was 4.95, representing 99% of the maximum possible score.

Interpretation:

This high score indicates an exceptionally strong alignment between the content of the *Business Intelligence (C2)* textbook and the course title and objectives. Students felt that the chapters were fully consistent with the course topics, and their content effectively supported the achievement of the intended learning outcomes.

Comment:

The results confirm that the textbook is very well-prepared in terms of content and logically aligned with the course curriculum. The layout promotes systematic knowledge acquisition and reflects the key assumptions of the Business Intelligence subject matter. It is recommended to maintain this high standard and update the material regularly to incorporate new trends and analytical tools, ensuring continued relevance and practical value.

Question: Is the textbook in the proper sequence of chapters?

Of the 21 responses, 90.5% of students rated this criterion as 5, and 9.5% rated it as 4. The average rating was 4.90, representing 98% of the maximum possible score.

Interpretation:

The results indicate that the chapter order in the *Business Intelligence (C2)* textbook is very well-planned and follows a logical teaching structure. Students felt that the content

layout supports the gradual development of knowledge and skills, facilitating the understanding of more advanced topics later in the course.

Comment:

The high rating confirms that the textbook's structure is clear, with coherent and thematically connected chapters. This layout promotes effective learning and allows students to easily follow the relationships between the topics covered. It is recommended to maintain the current structure.

Question: Are the pictures and tables in the textbook readable (resolutions)?

Of the 21 responses, 90.5% of students rated this criterion as 5, and 9.5% rated it as 4. The average rating was 4.90, representing 98% of the maximum possible score.

Interpretation:

The results indicate that the majority of students considered the graphic quality of the textbook – including the clarity of images, graphs, and tables – to be very high. Participants assessed that all visual elements were clearly defined, well-labeled, and supportive of the learning process.

Comment:

This high rating confirms that the graphic materials in the textbook were carefully prepared with attention to technical detail. The quality of the visualizations facilitates content comprehension and enhances understanding of the analytical concepts presented. It is recommended to maintain the current standards.

Question: How would you rate the quality of the book in terms of graphics?

Of the 21 responses, 81% of students rated this criterion as 5, and 19% rated it as 4. The average rating was 4.81, representing 96.2% of the maximum possible score.

Interpretation:

The results indicate that students highly value the textbook's graphic quality. The vast majority felt that the layout, aesthetics, and visual presentation of data were very good and effectively supported knowledge acquisition.

Comment:

The high ratings confirm that the textbook was prepared with careful attention to visual design, including the readability of charts and tables as well as graphical consistency. The aesthetically pleasing and well-ordered layout facilitates orientation and enhances learning comfort.

Question: Does the book contain new content that expands your existing knowledge of business analytics?

Of the 21 responses, 95.2% of students rated this criterion as 5, and 4.8% rated it as 4. The average rating was 4.95, representing 99% of the maximum possible score.

Interpretation:

This high score clearly indicates that the Business Intelligence (C2) textbook provides significant educational value, expanding students' knowledge of business analytics. Its content is perceived as current, innovative, and effective in developing the analytical competencies essential in a modern business environment.

Comment:

The results confirm that the textbook successfully achieves its learning objectives by introducing new topics, tools, and methods for data analysis. Students particularly appreciate the practical nature of the material and the opportunity to apply acquired knowledge in real-world business contexts.

Question: Is the content of the textbook useful for the business?

Of the 21 responses, 85.7% of students rated this criterion as 5, and 14.3% rated it as 4. The average rating was 4.86, representing 97.1% of the maximum possible score.

Interpretation:

The results indicate that students found the textbook's content highly useful in the context of business practice. The material not only presents theoretical knowledge but also demonstrates its application in real-world analytical and decision-making processes within enterprises.

Comment:

This high rating confirms that the textbook effectively integrates theoretical and practical aspects, enabling students to develop competencies that can be directly applied in a business environment. The content is current, well-adapted to the needs of the modern market, and grounded in real-world examples from the field of Business Intelligence. It is recommended to maintain this practical focus and expand the case study sections to further strengthen the material's applicability.

Question: Is the language of the textbook tailored to the business needs?

Of the 21 responses, 81% of students rated this criterion as 5, 14.3% as 4, and 4.8% as 3. The average rating was 4.76, representing 95.2% of the maximum possible score.

Interpretation:

The results indicate that the language used in the textbook is largely appropriate for business needs. Students felt that the terminology and presentation style facilitated understanding of analytical concepts and their practical application in a business environment.

Comment:

The high ratings suggest that the textbook's language is professional, coherent, and well-adapted to the business context. The single lower rating may indicate a need to clarify certain terms or simplify more complex sections of the text. It is recommended to maintain the current language level and revise terminology as needed to ensure the material remains current and fully functional in a business practice context.

Question: How would you rate the book's text in terms of ease of understanding?

Of the 21 responses, 71.4% of students rated this criterion as 5, and 28.6% rated it as 4. The average rating was 4.71, representing 94.2% of the maximum possible score.

Interpretation:

The results indicate that the textbook text is largely easy to understand. Students found the content presentation clear, coherent, and supportive of effective knowledge acquisition in the field of business analytics.

Comment:

The high rating confirms that the textbook was prepared in an accessible manner, facilitating quick comprehension of concepts even for beginners. To maintain and enhance this accessibility, additional practical examples and short summaries of key concepts have been included in each chapter, further aiding orientation and consolidation of knowledge.

Question: How do you assess the quality of the textbook translation?

Of the 21 responses, 66.7% of students rated this criterion as 5, and 33.3% rated it as 4. The average rating was 4.67, representing 93.4% of the maximum possible score.

Interpretation:

The results indicate that the majority of students considered the textbook translation to be of high quality. The translation is clear, faithfully reflects the original content, and supports knowledge acquisition in the target language.

Comment:

The textbook translation is rated positively, enabling comfortable use of the material and effective learning of Business Intelligence concepts. Slightly lower ratings may suggest that some sections require minor corrections or clarification of technical terminology. It is recommended to review the translation, particularly regarding new industry concepts and terms, to maintain a high level of linguistic accuracy and substantive consistency.

Question: Can the content of the textbook be easily integrated with study program (of your courses)?

Of the 21 responses, 66.7% of students rated this criterion as 5, 28.6% as 4, and 4.8% as 3. The average rating was 4.62, representing 92.4% of the maximum possible score.

Interpretation:

The results indicate that most students considered the textbook content well-integrated with the course curriculum. The material is consistent with the course content and facilitates the integration of theoretical knowledge with practical exercises completed during the course.

Comment:

The textbook is largely compatible with the curriculum, making it easy for students to use within the course. Individual lower ratings may suggest that certain chapters or topics require stronger connections to the course content or more explicit references to practical materials. It is recommended to include guidelines to facilitate students' application of the topics in course exercises and projects.

Question: Will you recommend this textbook to your colleagues?

Of the 21 responses, 85.7% of students rated this criterion as 5, 9.5% as 4, and 4.8% as 3. The average rating was 4.81, representing 96.2% of the maximum possible score.

Interpretation:

The results indicate that the vast majority of students would be willing to recommend the textbook to their peers. The materials are perceived as valuable, well-prepared, and supportive of the Business Intelligence learning process.

Comment:

The high recommendation rating confirms the practical and substantive usefulness of the textbook. Individual lower ratings suggest that some sections could be improved in terms of clarity or the content of examples. It is recommended to include additional practical tips to enhance the user experience and students' confidence in applying the presented tools and methods.

General comments

The *Business Intelligence (C2)* textbook was very well-received by students. Its content was rated as highly valuable and useful in the context of business practice, and the material's logical and coherent structure facilitates effective knowledge acquisition. Students emphasized that the textbook provides new information that expands their business analytics competencies and enables the application of acquired knowledge in real-world decision-making processes.

The materials are also well-designed graphically – illustrations, charts, and tables are clear and support understanding of the topics covered. The language used in the textbook is tailored to business needs, and the text is generally accessible, facilitating rapid comprehension of even the most complex concepts. Students also appreciated the practical examples and models, which facilitate the application of knowledge in exercises and course projects.

The *Business Intelligence (C2)* textbook is perceived by students as a highly useful, well-prepared, and valuable teaching resource that effectively supports the development of analytical competencies and prepares students to apply the tools they have learned in business practice.

Teaching materials *Business Intelligence* (C2)

Question: Are the materials relevant to the title of the course?

Of the 21 responses, 95.2% of students rated this criterion as 5, and 4.8% rated it as 4. The average rating was 4.95, representing 99% of the maximum possible score.

Interpretation:

This high score indicates that the *Business Intelligence (C2)* course materials are fully aligned with the course title and objectives. Students felt that all included content is relevant to the course and effectively supports the achievement of the intended learning outcomes.

Comment:

The materials are well-aligned with the course curriculum and largely meet student expectations. The single lower rating may suggest that some sections could be further linked to key course topics to enhance cohesion.

Question: Are the materials in the proper sequence?

Of the 21 responses, 81% of students rated this criterion as 5, and 19% rated it as 4. The average rating was 4.81, representing 96.2% of the maximum possible score.

Interpretation:

The results indicate that most students found the sequence of course materials logical and well-planned. The content layout promotes gradual development of knowledge and allows for easy assimilation of subsequent topics, supporting the teaching process.

Comment:

The materials are highly organized and thematically coherent, making it easier for students to follow the sequence of topics and understand the connections between chapters. Individual lower ratings suggest that some sections could be further explained to enhance continuity and facilitate integration with course exercises. It is recommended to include short links or cross-references between sections to improve flow and coherence.

Question: Are the topics of case studies suitable for the course title?

Of the 21 responses, 85.7% of students rated this criterion as 5, 9.5% as 4, and 4.8% as 3. The average rating was 4.81, representing 96.2% of the maximum possible score.

Interpretation:

The results indicate that the case study topics in the course materials are largely relevant to the course title and aligned with its main objectives. Students felt that the case studies supported understanding of theoretical concepts and allowed for practical application of knowledge.

Comment:

The materials effectively combine theoretical content with practical examples, enhancing their educational value. The single lower rating may suggest that some case studies could be more closely tailored to the course content or better illustrate specific analytical issues.

Question: How would you rate the quality of the materials in terms of graphics?

Of the 21 responses, 76.2% of students rated this criterion as 5, and 23.8% rated it as 4. The average rating was 4.76, representing 95.2% of the maximum possible score.

Interpretation:

The results indicate that most students considered the graphic quality of the course materials to be very good. Graphics, charts, and illustrations support the learning of content and aid in understanding the topics discussed.

Comment:

The materials are aesthetically pleasing and clear, facilitating orientation and supporting the learning process. Individual lower ratings may suggest that some charts or illustrations require minor adjustments. It is recommended to make such corrections to ensure that all graphic elements are fully intuitive and easy to read.

Question: Are the pictures and tables in materials readable (resolutions)?

Of the 21 responses, 95.2% of students rated this criterion as 5, and 4.8% rated it as 4. The average rating was 4.95, representing 99% of the maximum possible score.

Interpretation:

The results indicate that most students considered the visual quality of the Business Intelligence (C2) course materials to be very high. Images, tables, and charts are clear, well-labeled, and effectively support the learning process.

Comment:

The materials are designed to ensure that all visual elements are easy to read, enhancing content accessibility and facilitating knowledge acquisition. The single lower rating may suggest the need for minor corrections to some tables or images. It is recommended to make these adjustments to ensure that all visualizations are fully legible for all students.

Question: Are the material files easily accessible?

Of the 21 responses, 81% of students rated this criterion as 5, and 19% rated it as 4. The average rating was 4.81, representing 96.2% of the maximum possible score.

Interpretation:

The results indicate that most students found the course materials easily accessible. Files are organized to allow quick access to the necessary information and facilitate their use during classes.

Comment:

The materials are well-organized and intuitive to use, supporting a comfortable learning experience and allowing students to work effectively with the course content. Individual lower ratings may suggest the need for additional brief instructions to further enhance accessibility.

Question: Are software/tools described in materials user friendly?

Of the 21 responses, 85.7% of students rated this criterion as 5, 9.5% as 4, and 4.8% as 3. The average rating was 4.81, representing 96.2% of the maximum possible score.

Interpretation:

The results indicate that most students found the tools and software described in the materials easy to use and user-friendly. Students appreciated the clarity of instructions and the ability to quickly apply the tools in course activities.

Comment:

The materials effectively support learning through accessible descriptions of the tools and practical examples of their use. Individual lower ratings suggest that some sections of the instructions may require clarification or additional step-by-step guidance. It is recommended to supplement these sections with concise practical instructions to ensure that all students can easily use the software and tools described in the materials.

Question: Is the content of the materials and tasks clear?

Of the 21 responses, 90.5% of students rated this criterion as 5, and 9.5% rated it as 4. The average rating was 4.90, representing 98% of the maximum possible score.

Interpretation:

The results indicate that the content of the materials and assignments for the Business Intelligence (C2) course is largely clear and understandable to students. Instructions and assignments are presented in a way that facilitates independent work and effective knowledge acquisition.

Comment:

The materials are well-prepared in terms of clarity and logical presentation of content, promoting effective learning. Individual lower ratings suggest that some tasks or sections may require additional clarification or brief explanations of more complex concepts. It is recommended to include step-by-step examples or short hints for more challenging assignments to ensure that all students can complete them successfully and fully understand the material.

Question: How do you assess the quality of the materials translation?

Of the 21 responses, 76.2% of students rated this criterion as 5, and 23.8% rated it as 4. The average rating was 4.76, representing 95.2% of the maximum possible score.

Interpretation:

The results indicate that students generally considered the translation of the materials to be of high quality. The translation is clear, understandable, and faithfully reflects the content of the original materials, enabling effective use in the target language.

Comment:

The materials are linguistically well-prepared, allowing students to easily grasp the topics covered. Individual lower ratings may suggest that some terms or sections of the text require clarification or simplification. It is recommended to make minor corrections and provide brief explanations for more difficult concepts to ensure complete clarity and consistency for all students.

Question: Is the content of the materials useful for the business?

Of the 21 responses, 95.2% of students rated this criterion as 5, and 4.8% rated it as 4. The average rating was 4.95, representing 99% of the maximum possible score.

Interpretation:

The results clearly indicate that the course materials are highly useful in the context of business practice. Students felt that the topics and tools presented support the development of competencies essential in the workplace and enable the practical application of knowledge.

Comment:

The materials are highly rated for business relevance, confirming their educational and practical value. The single lower rating may suggest the need to include examples illustrating how the tools discussed are applied in various business scenarios. It is recommended to add such examples to demonstrate the practical application of the materials in real-world business situations.

Question: Is the language of the materials tailored to the business needs?

Of the 21 responses, 90.5% of students rated this criterion as 5, 4.8% as 4, and 4.8% as 3. The average rating was 4.81, representing 96.2% of the maximum possible score.

Interpretation:

The results indicate that the language used in the course materials is largely appropriate for business needs. The terminology and presentation style facilitate understanding of concepts and their practical application in the workplace.

Comment:

The materials are generally well-adapted linguistically to the business context, supporting knowledge acquisition and the use of the tools described in the course. A few lower ratings suggest that some sections could benefit from clarification or simplification. It is recommended to include additional explanations of business terminology and concise definitions of key concepts so that all students can fully understand the material without needing to search for explanations independently.

Question: Do the materials contain new content that expands your current knowledge of business analytics?

Of the 21 responses, 76.2% of students rated this criterion as 5, and 23.8% rated it as 4. The average rating was 4.76, representing 95.2% of the maximum possible score.

Interpretation:

The results indicate that the course materials significantly expand students' knowledge of business analytics. They contain new, innovative, and practically useful content that complements students' existing competencies.

Comment:

The materials effectively introduce new topics and analytical tools, allowing students to develop their business intelligence competencies. Individual lower ratings may suggest that some sections could benefit from more depth or additional examples demonstrating the application of new concepts. It is recommended to supplement these sections with practical

examples that illustrate how the new knowledge can be applied in real-world business analyses.

Question: Will you recommend this materials to your colleagues?

Of the 21 responses, 90.5% of students rated this criterion as 5, and 9.5% rated it as 4. The average rating was 4.90, representing 98% of the maximum possible score.

Interpretation:

The results indicate that most students would be willing to recommend the course materials to their peers. The materials are perceived as valuable, well-prepared, and supportive of the learning process in business analytics.

Comment:

The high recommendation rating confirms the practical and substantive value of the materials. Individual lower ratings may suggest that some sections could benefit from clearer presentation or more extensive examples. It is recommended to include brief tips and guidance to facilitate the use of the materials in exercises and course projects, thereby increasing their accessibility and usefulness for all students.

Question: Are the content of the questions understandable?

Of the 21 responses, 81% of students rated this criterion as 5, and 19% rated it as 4. The average rating was 4.81, representing 96.2% of the maximum possible score.

Interpretation:

The results indicate that the questions in the materials are generally understandable to students. The tasks and questions support knowledge acquisition and enable practical application of the material.

Comment:

The questions are clear and logically linked to the content of the materials, making it easier for students to work independently and consolidate their knowledge. Individual lower ratings suggest that some questions could benefit from clarification or brief instructions explaining how to approach them. It is recommended to provide additional explanations or

guidance so that all students can easily understand and complete the questions in the materials.

Question: Will you recommend this materials to your colleagues?

Of the 21 responses, 85.7% of students rated this criterion as 5, and 14.3% rated it as 4. The average rating was 4.86, representing 97.1% of the maximum possible score.

Interpretation:

The results indicate that the vast majority of students would be willing to recommend the *Business Intelligence (C2)* course materials to their peers. The materials are perceived as valuable, well-prepared, and supportive of both learning and the practical application of business intelligence knowledge.

Comment:

The high recommendation rating confirms the usefulness of the materials in the teaching process. Individual lower ratings suggest that some sections could benefit from clarification. It is recommended that these sections be expanded or refined to enhance their clarity and practical usefulness for all students.

General comments

The course materials received very positive feedback from students. The content is clear, logically organized, and of high quality, and the tasks included in the materials are understandable and practically applicable. Students also appreciated the software used, which proved versatile and useful in various data analysis contexts.

The textbook and accompanying materials are perceived as engaging and highly valuable, both in terms of content and practical application. They provide students with a solid foundation for applying Business Intelligence tools in business practice and for developing analytical competencies.

Conclusions

Evaluations show that the *Business Intelligence (C2)* textbook is highly regarded by students. The textbook's content aligns closely with the course title, is logically organized, and supports the acquisition of both theoretical and practical knowledge in business analytics. Students found the materials valuable and readable, and the exercises clear and relevant to real-world business applications.

The materials and tools included are user-friendly, and the instructor's guidance and explanations were accessible, supporting independent learning. The textbook also introduces new information that expands students' knowledge and enables the practical application of business intelligence tools in various business scenarios.

The *Business Intelligence (C2)* textbook is a valuable resource that effectively supports the achievement of course objectives and the development of students' analytical skills. It presents theoretical concepts in business intelligence and facilitates their practical application through clear examples, exercises, and case studies. The materials allow students to develop competencies in data analysis, result interpretation, and fact-based decision-making, which are essential in the modern business environment.

High ratings across all criteria indicate that the materials meet student expectations in terms of both content and practicality. Students particularly appreciated the clarity of the instructions, the logical structure of the content, and the ease of use of the included tools and software, which significantly enhance the learning process. At the same time, the textbook introduces new content and expands existing knowledge, allowing students to deepen their analytical skills and prepare for real-world business applications. As a result, the textbook serves as a comprehensive guide that integrates theory with practice and supports the holistic development of students.