

**UW FLEXIBLE OPTION
BACHELOR OF SCIENCE IN
BUSINESS ADMINISTRATION (BSBA)**

ASSESSMENT REPORT

MAY 21, 2020

Prepared By:

**FLEX BSBA FACULTY
ACADEMIC SUCCESS COAHCES
INSTRUCTIONAL DESIGN TEAM
PROGRAM MANAGEMENT**

I. Introduction

This report discusses the assessment activities and results of student learning for the UW Flexible Option (Flex) BSBA program from March 2019 subscription period (SP) to January 2020 subscription period. Flex BSBA received HLC accreditation in Jan. 2019, and became a UW-Parkside program effective March 1, 2019. Thus, the starting period for this report is from March 2019. Faculty evaluate student work in rolling three-month subscription periods. At the time of writing this report, the last full subscription period for which faculty evaluations are available is for January 2020 SP (with ending date March 31, 2020). We use both the direct measures and indirect measures for assessment of student learning. We summarize the trends in terms of student learning and student satisfaction with the program and indicate possible revisions, if any, to the courses/program. We also include a plan for implementing the revisions to the program. The rest of this report is organized as follows. Section II briefly presents Flex BSBA program's competencies and the associated assessment-level competencies. Section III discusses both the direct and indirect measures that we use for assessment. Section IV presents assessment results for three program-level competencies at the assessment-competency level. Section V presents a metric on how long students are taking to complete each BSBA course; it also presents student performance levels for each course. Section VI presents the observations of academic success coaches. Section VII discusses lessons learned from the assessment results and possible revisions to the flex BSBA curriculum; this section also presents a timeline for revisions.

II. Flex BSBA Assessment Plan

A comprehensive assessment plan for the flex BSBA program has been designed by the faculty. This section gives a brief overview of the assessment plan. The faculty of the Flex BSBA program collectively identified eight program level competencies for Flex BSBA students. In the rest of this document, these competencies will be referred to as PLC1 (Program Level Competency 1) through PLC8. These eight competencies are listed below:

- **PLC1:** Demonstrate social and personal responsibility and ethical behavior for organizational contexts.
- **PLC2:** Apply financial tools and techniques to meet organizational objectives.
- **PLC3:** Design and evaluate operations, supply chain, marketing, human resources, management systems, structures, and processes in organizations.
- **PLC4:** Apply information technology and research methods to improve organizational decision-making.
- **PLC5:** Evaluate scenarios impacting an organization and respond using diverse communication strategies.
- **PLC6:** Evaluate economic, political, regulatory, legal, technological, and social contexts to address organizational challenges in a global society.
- **PLC7:** Apply intercultural knowledge, interpersonal skills and teamwork to function effectively in diverse environments.
- **PLC8:** Employ critical and systems thinking principles to create an integrated multi-functional strategy to meet organizational objectives.

These PLCs translate to 116 assessment-level competencies shown in Table 1.

Table 1: Assessment-Level Competencies

| Competency Code | Competency Description | Program-Level Competency |
|-----------------|---|--------------------------|
| BALG1 | Use functions, their properties, and their graphs. | PLC2, PLC4 |
| BALG2 | Apply polynomial functions and their graphs to business scenarios. | PLC2, PLC4 |
| BALG3 | Apply exponential and logarithmic functions to solve business problems and process models of exponential growth and decay. | PLC2, PLC4 |
| BALG4 | Apply algebraic and geometric methods to model business problems and solve business problems using systems of equations. | PLC2, PLC4 |
| BEI1 | Apply economic terms and concepts in business contexts. | PLC6 |
| BEI2 | Apply microeconomic models of supply and demand to analyze the impact of economic factors on product markets. | PLC6 |
| BEI3 | Analyze how demand and supply function in resource markets. | PLC6 |
| BEI4 | Analyze the impact of government regulations on business and consumers | PLC6 |
| BEI5 | Analyze the consumer behavior and how it determines demand | PLC6 |
| BEI6 | Analyze the producer behavior and how it determines supply. | PLC6 |
| BEI7 | Analyze the effect of competition on market price, output, and consumer welfare. | PLC6 |
| BEII1 | Analyze the effectiveness of monetary and fiscal policies on the economy. | PLC6 |
| BEII2 | Apply economic models of gross domestic product, business cycles, unemployment and consumer price index at the Macro level. | PLC6 |
| BEII3 | Explain how changes in aggregate supply and aggregate demand affect business cycles. | PLC6 |
| BEII4 | Illustrate the significant relationships between employment, unemployment, inflation, and output in the short and long terms. | PLC6 |
| BEII5 | Analyze global trade policies and the impact of currency markets on exports and imports. | PLC6 |
| BLE1 | Analyze dispute resolution processes. | PLC6, PLC1 |
| BLE2 | Analyze contracts in transaction of business. | PLC6, PLC1 |
| BLE3 | Distinguish between legal forms of organizations. | PLC6, PLC1 |
| BLE4 | Analyze government regulation of business. | PLC6 |
| BLE5 | Analyze business ethics. | PLC1 |
| BLE6 | Analyze a specific organization's application of legal and ethical principles. | PLC1 |
| BST1 | Compute measures of central tendency, location, and variability and demonstrate understanding of its implications. | PLC4 |
| BST2 | Demonstrate knowledge of probability terminology and concepts, and compute probabilities. | PLC4 |
| BST3 | Apply concepts of distributions to solve business problems. | PLC4 |
| BST4 | Construct confidence intervals & conduct hypothesis testing for means. | PLC4 |
| BST5 | Apply appropriate Chi-square technique and interpret test results. | PLC4 |
| BST6 | Identify and apply appropriate ANOVA test for business decision making. | PLC4 |
| BST7 | Develop regression model and predict dependent variable. | PLC4 |
| FACT1 | Analyze transactions to record and summarize financial information based on accepted accounting theory. | PLC2 |
| FACT2 | Analyze the strengths and limitations of accounting information in applied scenarios. | PLC2 |
| FACT3 | Prepare, analyze, interpret and communicate financial statement information. | PLC2 |
| FACT6 | Analyze and interpret financial information using calculated ratios in applied scenarios. | PLC2 |
| FACT4 | Evaluate ethical considerations in an organization's financial reporting environment. | PLC2, PLC1 |
| FACT5 | Apply internal control activities to reduce opportunities for fraud in the accounting process and ensure compliance with stated operational procedures. | PLC2, PLC1 |
| FIN 1 | Differentiate between different capital budgeting techniques and decision criteria based on them. | PLC2 |
| FIN 2 | Distinguish between different types of financial markets and financial institutions. | PLC2 |
| FIN3 | Apply financial ratio analysis as a tool for business decision making. | PLC2 |
| FIN4 | Use financial calculators to analyze financial scenarios. | PLC2 |
| FIN 5 | Articulate the concept of diversification, different risk measures, and the relationship between risk and return. | PLC2 |
| FIN6 | Describe methods for determining the valuation of a firm. | PLC2 |
| FIN 7 | Evaluate potential sources of capital using cost of capital concepts. | PLC2 |
| GBUS1 | Explain the strategic reasons for doing business globally. | PLC6 |
| GBUS3 | Describe the benefits and challenges in global business. | PLC6 |
| GBUS4 | Describe current trends in global business. | PLC6, PLC3 |

| | | |
|--------|--|------------|
| GBUS2 | Examine major global political and economic systems. | PLC7 |
| GBUS5 | Articulate the role of cultural differences to manage interactions in global organizations. | PLC7 |
| HRM 1 | Describe the role of human resource management within organizations. | PLC7, PLC3 |
| HRM 2 | Evaluate practices and procedures in HR functional areas to meet organizational goals. | PLC1, PLC3 |
| HRM 3 | Apply different types of performance management techniques based on situational context. | PLC1, PLC3 |
| HRM 4 | Analyze and interpret human resource metrics across HR functional areas. | PLC1, PLC3 |
| HRM 5 | Describe the implications of employment and labor law. | PLC1, PLC3 |
| HRM 6 | Apply ethical practices related to human resource management. | PLC1, PLC3 |
| ICP1 | Prioritize business challenges using qualitative and quantitative criteria. | PLC8, PLC3 |
| ICP2 | Develop solution approaches for a business challenge from a multifunctional perspective. | PLC8, PLC3 |
| ICP3 | Select and justify an appropriate approach to a business challenge. | PLC8, PLC3 |
| ICP4 | Propose the solution and develop a plan to measure and monitor its effectiveness. | PLC8, PLC3 |
| IS1 | Construct and utilize spreadsheets effectively. | PLC4 |
| IS2 | Develop information systems for decision making. | PLC4 |
| IS3 | Create information system management plans. | PLC4 |
| IS4 | Analyze the role of information systems as a management resource. | PLC4 |
| IS5 | Develop and communicate a plan for an E-Commerce System. | PLC4 |
| IS6 | Distinguish between enterprise-wide information systems used in organizations. | PLC4 |
| MACT1 | Recommend strategic decisions utilizing appropriate managerial accounting information. | PLC2 |
| MACT2 | Classify cost components into appropriate categories to aid in making decisions. | PLC2 |
| MACT3 | Apply appropriate overhead rates and determine the resulting impact on income. | PLC2 |
| MACT4 | Evaluate the effect product costing methods have on inventory valuation, product pricing, and profit measurement. | PLC2 |
| MACT5 | Generate a master budget, including management of cash flow, to effectively plan for an accounting cycle. | PLC2 |
| MACT6 | Calculate and compare variances to determine appropriate recommendations to improve quality, efficiency, and/or costs. | PLC2 |
| MACT7 | Make informed and ethical business recommendations based on relevant operating, investing, and financing information. | PLC2, PLC1 |
| MACT8 | Communicate how changes in activity affect cost, sales, and profitability. | PLC2, PLC5 |
| MKTG 1 | Articulate the role of marketing in the successful operation of an organization. | PLC3 |
| MKTG 2 | Evaluate the impact of the external environment on marketing strategies. | PLC3 |
| MKTG 3 | Perform a market segmentation analysis and select an appropriate target market. | PLC3 |
| MKTG 4 | Apply the concepts of the marketing mix. | PLC3 |
| MKTG 5 | Conduct marketing research to market products and services. | PLC3 |
| MKTG6 | Develop marketing plans for organizations' products and services. | PLC3, PLC8 |
| MKTG7 | Present marketing plans to key stakeholders. | PLC3, PLC5 |
| OBL1 | Evaluate the individual in interpersonal and team settings based on behavioral theories | PLC7 |
| OBL2 | Apply the theories of team dynamics to improve organizational performance | PLC7 |
| OBL3 | Assess the organizational culture and structure | PLC7 |
| OBL4 | Recommend the best leadership style for a variety of organizational settings | PLC7 |
| OBL5 | Create a strategic plan for organizational change | PLC7, PLC6 |
| OM1 | Articulate strategic role of operations in the business context. | PLC3 |
| OM2 | Outline tools and techniques to improve organizational efficiency and effectiveness. | PLC3 |
| OM3 | Assess the effectiveness of an improvement plan. | PLC3 |
| OM4 | Prioritize improvement needs with the goal of maximizing customer value. | PLC3 |
| OM5 | Formulate an operations improvement plan. | PLC3 |
| PMGT1 | Explain the interrelationship among project management processes, process groups, and knowledge areas. | PLC3 |
| PMGT2 | Create a comprehensive project plan. | PLC3 |
| PMGT3 | Apply techniques and tools designed to manage team members and interact with stakeholders. | PLC1, PLC7 |
| PMGT4 | Plan and monitor project budget and schedule. | PLC3 |
| PMGT5 | Evaluate project quality and risk using the basic tools of project risk and quality management. | PLC6 |
| SALE1 | Explain the role of Professional Selling in meeting organizational objectives | PLC3 |
| SALE2 | Explain the sales process from prospecting to customer care. | PLC3 |
| SALE3 | Analyze the effectiveness of sales calls in the context of major sales models, buyer type, and buying situations. | PLC3, PLC7 |
| SALE4 | Successfully gain a commitment from the buyer in a mock training environment | PLC3 |
| SALE5 | Create a territory management plan. | PLC3, PLC7 |
| SALE6 | Describe the various organizational structures for sales teams and the roles of each team member. | PLC3 |

| | | |
|-------|---|------------|
| SCM1 | Analyze alignment and gaps between competitive strategy and supply chain strategy. | PLC3, PLC8 |
| SCM2 | Recognize the importance of managing customer relationships. | PLC3 |
| SCM3 | Evaluate strategic sourcing decisions. | PLC3, PLC8 |
| SCM4 | Demonstrate how to develop and maintain relationships with suppliers. | PLC3 |
| SCM5 | Apply different techniques and models to plan and manage inventories across supply chains. | PLC3 |
| SCM6 | Examine the role of information technology in the context of supply chains. | PLC4, PLC3 |
| SCM7 | Apply logistics and distribution techniques in supply chain management. | PLC3 |
| STMG1 | Recognize the hierarchy of planning within an organization. | PLC8 |
| STMG2 | Apply strategic management tools and principles to measure and achieve organizational objectives. | PLC8 |
| STMG3 | Develop a strategic plan for an organization. | PLC8 |
| STMG4 | Prepare an implementation strategy for a strategic plan. | PLC8 |
| STMG5 | Perform a full strategic analysis of an organization and recommend new strategies. | PLC8 |
| BC1 | Evaluate and assess communication situations. | PLC5 |
| BC2 | Write clearly for target audiences, purposes, and contexts. | PLC5 |
| BC3 | Design effective documents and data displays. | PLC5 |
| BC4 | Deliver effective formal presentations in organizational contexts. | PLC5 |
| BC5 | Design appropriate and effective communication strategies that meet professional and business communication purposes. | PLC5 |

III. Direct and Indirect Measures for Assessment

The direct measures we use include the number/percentage of students who achieved MD (Mastery with Distinction) and M (Mastery) marks at the project level as well as at the competency level. Some of the indirect measures include the following:

1. Project evaluations completed by students and student feedback
2. Faculty impressions of student work in the courses
3. Observations of Academic Success Coaches (ASCs) on students’ progress through courses
4. Evaluation of courses by instructional designers and suggestions for improvement

Data from these indirect measures will be used in conjunction with the data from direct measures to improve the BSBA program.

IV. Direct Assessment Results for Competencies

For 2019-20, we present results three program-level competencies (PLCs). The results shown in this section include only the students who attempted the competencies in the period from August 2019 through March 2020. Flex BSBA LMS changed from from D2L to Canvas effective August 1, 2019. Thus, we are only able to access results from August 1, 2019.

(A) Results for PLC1

PLC1: Demonstrate social and personal responsibility and ethical behavior for organizational contexts.

This PLC is covered by multiple assessment-level competencies (ALCs) in several courses in the BSBA program. The following table presents the ALCs related to ethics and assessment results in terms of the percentage of students in Exemplary, Satisfactory, and Developing categories.

Table 2: PLC1 - Assessment-Level Competencies and the percentage of Students in Exemplary, Satisfactory, and Developing categories.

| Competency (Course, #students) | Exemplary (MD) | Satisfactory (Mastery) | Developing (In-Progress) | #Subscription Periods to Complete 1 credit of the Project |
|--|-------------------|---------------------------|-----------------------------|---|
| BLE5: Analyze business ethics. & BLE6: Analyze a specific organization’s application of legal and ethical principles. (BALM 200X; 22 students) | 54.55% | 13.64% | 31.82% | 0.88 |
| FACT4: Evaluate ethical considerations in an organization’s financial reporting environment. (BAEF 201X; 12 students) | 50% | 50% | 0% | 1.25 |
| HRM 6: Apply ethical practices related to human resource management. (BALM 300X; 21 students) | 38.10% | 9.52% | 52.38% | 0.71 |
| MACT7: Make informed and ethical business recommendations based on relevant operating, investing, and financing information. (BAEF 211X; 6 students) | 66.67% | 0% | 33.33% | 1.67 |

In BSBA ethics competencies are evaluated from multiple perspectives: from a legal and business perspective; from an HR management perspective; from a financial reporting perspective; from the perspective of recommendations based on financial information. For example, in the course “BALM 300X: Introduction to the HRM Function”, students need to evaluate a case of an employee getting terminated based on poor performance. Students are given the employee’s performance data as well as performance of other comparable employees and other pertinent information such as the organization’s performance/discipline policies. Based on the available information, students need to evaluate whether the decision to terminate is ethical.

Observations on student performance:

- (1) Students in “In-Progress” category are required to achieve “Satisfactory” or “Exemplary” levels by resubmitting their work.
- (2) Ethics competencies are distributed among many courses. If the number of subscription periods to complete a course is higher, there percentage of students in the “Developing (In-progress)” category is also higher. The percentage of students for FACT4 is 0% because the number of subscription periods students take to complete the project is 1.25 (thus, most students achieve mastery in close to one subscription period).
- (3) For MACT7, students fall into MD or Developing categories. This is perhaps because the number of students in the sample is too small at this time. Further, MACT7 ethics competency is one of the last competencies in BAEF 211X and, by the time students reach this competency, they have all the financial information to make the most ethical decision.
- (4) In BAEF 201X and BAEF 211X, students are taking longer than 1 SP to complete one credit of the course. This could be based on a number of factors: students take these courses early in the BSBA program when they are adapting to CBE format; in general, students take longer to complete quantitative courses than managerial courses. See discussion related to this in Section V.

Suggestions for improvement:

- (1) Review resources and curated content for each course and check for relevancy.
- (2) Add more video resources by instructors especially on concepts that students have difficulty with.

- (3) Add a foundational course which introduces students to the program and integrates success strategies for the Flex program before students move into quantitative courses.

(B) Results for PLC3

PLC3: Design and evaluate operations, supply chain, marketing, human resources, management systems, structures, and processes in organizations.

Table 3: PLC3 - Assessment-Level Competencies and the percentage of Students in Exemplary, Satisfactory, and Developing categories.

| Competency (Course, #students) | Exemplary (MD) | Satisfactory (Mastery) | Developing (In-Progress) | #Subscription Periods to Complete 1 credit of the Project |
|--|---------------------------|-----------------------------------|-------------------------------------|--|
| MKTG1: Articulate the role of marketing in the successful operation of an organization. (BAMS 300X; 32 students) | 68.75% | 18.75% | 12.50% | 1.27 |
| MKTG2: Evaluate the impact of the external environment on marketing strategies. (BAMS 300X; 32 students) | 59.38% | 12.50% | 28.13% | 1.27 |
| MKTG3: Perform a market segmentation analysis and select an appropriate target market. (BAMS 300X; 32 students) | 50.00% | 9.38% | 40.63% | 1.27 |
| MKTG4: Apply the concepts of the marketing mix. (BAMS 300X; 32 students) | 46.88% | 9.38% | 43.75% | 1.27 |
| MKTG5: Conduct marketing research to market products and services. (BAMS 300X; 32 students) | 43.75% | 6.25% | 50.00% | 1.27 |
| MKTG6: Develop marketing plans for organizations' products and services. (BAMS 301X; 6 students) | 83.33% | 16.67% | 0.00% | 1.00 |
| MKTG7: Present marketing plans to key stakeholders. (BAMS 301X; 6 students) | 66.67% | 0.00% | 33.33% | 1.00 |

Observations on student performance:

- (1) Students generally perform best on MKTG1 as the requirements are based on straightforward definitions which aren't difficult to illustrate through everyday examples.
- (2) The majority of students seem to do well with competencies MKTG2 through MKTG5 but a significant number seem challenged with the segmentation, pricing and survey design assessments and these are most often graded M or require a second attempt in a few cases, even when the student earns an MD overall for the competency. The Harley Davidson scenario that we use through much of these competencies seems to work well and resonate with many students but more tech-oriented examples could be considered. There is a lot of public information that can be easily researched for Harley. The feedback that I have had on the format and authenticity of these competencies generally seems quite positive.

- (4) The level of MDs for the marketing plan is a bit surprising. Most of these grades are centered at the low end of MD- 91 or 92% Detailed exemplars which don't provide for MKTG7 may account for the difference but the sample is very small (i.e. 5 out of 6 MKTG 6 graded MD vs 4/6 for MKTG 7).

Suggestions for improvement:

- (1) Some of the content or specific assessments in Competencies MKTG 1 through 5 might benefit from an update with more emphasis on social media and digital marketing. This would probably have to be achieved through supplementary content as otherwise we will be asking students to buy the most recent text book in the area which will be much more costly
- (2) Post example presentations for MKTG7 and ensure some plans graded now in MKTG6 at 91 or 92% are actually worthy of MD.
- (3) The completion percentages for assessments MKTG1 through 5 also seem fairly low. The idea of a single company scenario with Harley Davidson does create some continuity, but perhaps there are ways that can engage the student to progress immediately into the next assessment after completing an assessment. One way to do this would be to make completion of one assessment dependent upon completion of another assessment related to a different competency.

(C) Results for PLC4

PLC4: Apply information technology and research methods to improve organizational decision-making.

Table 4: PLC4 - Assessment-Level Competencies and the percentage of Students in Exemplary, Satisfactory, and Developing categories.

| Competency (Course, #students) | Exemplary (MD) | Satisfactory (Mastery) | Developing (In-Progress) | #Subscription Periods to Complete 1 credit of the Project |
|---|-------------------|---------------------------|-----------------------------|---|
| IS1: Construct and utilize spreadsheets effectively. (BAOS300X; 57 students) | 68.42% | 29.82% | 1.75% | 1.05 |
| IS2: Develop information systems for decision making. (BAOS 301X; 16 students) | 25.00% | 62.50% | 12.50% | 1.14 |
| IS3: Create information system management plans. (BAOS 302 X; 7 students) | 14.29% | 71.43% | 14.29% | 2.00 |
| IS4: Analyze the role of information systems as a management resource. (BAOS 302X; 7 students) | 14.29% | 57.14% | 28.57% | 2.00 |
| IS5: Develop and communicate a plan for an E-Commerce System. (BAOS 303X) | 33.33% | 66.67% | 0.00% | 1.50 |
| IS6: Distinguish between enterprise-wide information systems used in organizations. (BAOS 303X) | 33.33% | 33.33% | 33.33% | 1.50 |

To demonstrate mastery of the IS competencies, students work on cases which require them to apply information system tools and techniques to business scenarios. For example, they design, construct databases using tools such as MS Access and write queries to obtain data for addressing business questions. Based on a case study, they develop information system requirements, develop use case models and develop an e-commerce website

prototype. They utilize several tools such as Microsoft Visio (or other similar tools), WordPress (or other software to construct prototypes) and demonstrate competency in translating business needs into system designs and plans.

Observations on student performance:

- (1) Many students get up to speed with spreadsheets, formula and techniques such as pivot tables and tend to master this competency quickly; however, students tend to struggle with construction of databases and require a significant amount of input from the professor and one-on-one sessions.
- (2) Students tend to struggle with constructing information system requirements diagrams such as use case diagrams and cross-functional flowcharts; this is because they are witnessing these competencies for the first time and also have difficulty understand how the diagramming tools work. This is evidenced by the fact that students are taking on average 2 subscription periods to complete this 1 credit.
- (3) E-commerce website prototyping is another area where students struggle and take a longer time to complete. This is evidenced by the fact that students are taking on average 1.5 subscription periods to complete this course.

Suggestions for improvement:

- (1) Add step-by-step video tutorials for each tool that students need to use, especially for MS Access, Microsoft Office, LibreOffice Base, LibreOffice Draw, and WordPress.
- (2) Provide more resources including video lectures on concepts such as requirements gathering, developing use case models, topics related to enterprise systems and security issues.
- (3) Check all resources for relevancy and update the content to reflect advances in information systems.

V. ASSESSMENT RESULTS - # SUBSCRIPTION PERIODS TAKEN TO COMPLETE COURSES

The following table shows the number of subscription periods taken to complete each course in our curriculum (since March 2019). This table categorizes the courses in the BSBA program as quantitative, managerial, and technical courses. Quantitative courses primarily deal with quantitative concepts such as economics, accounting, algebra and finance. Technical courses may use technologies or technical concepts such as inventory management, supply chain analysis and building project plans. Courses that primarily address management concepts are labeled managerial. Courses are also classified according to the relative time at which students take these classes---early, middle, late in their BSBA career.

Table 6: Courses Categorized as Quantitative, Managerial, Technical & Early, Middle, Late and #SPs Needed to Complete 1 Credit of Project

| Course (Project) | #Credits | Course Category | Relative Time | Total Number of Attempts (that resulted in MD/M/PR: A | Total Number of MD and M Grades: B | Total Number of Attempts per Completion: C= (A)/(B) | Total Number of Attempts To Complete 1 Credit: D= (C)/#Credits |
|------------------|----------|-----------------|---------------|---|------------------------------------|---|--|
| BAEF100X | 1 | Quantitative | Early | 73 | 28 | 2.61 | 2.61 |
| BAEF101X | 2 | Quantitative | Early | 36 | 8 | 4.50 | 2.25 |
| BAEF110X | 1 | Quantitative | Early | 61 | 20 | 3.05 | 3.05 |

| | | | | | | | |
|----------|---|--------------|--------|----|----|------|------|
| BAEF111X | 2 | Quantitative | Early | 15 | 9 | 1.67 | 0.83 |
| BAEF200X | 2 | Quantitative | Early | 45 | 11 | 4.09 | 2.05 |
| BAEF201X | 1 | Quantitative | Early | 5 | 4 | 1.25 | 1.25 |
| BAEF210X | 1 | Quantitative | Middle | 15 | 10 | 1.50 | 1.50 |
| BAEF211X | 1 | Quantitative | Middle | 5 | 3 | 1.67 | 1.67 |
| BAEF212X | 1 | Quantitative | Middle | 6 | 5 | 1.20 | 1.20 |
| BAEF300X | 1 | Quantitative | Middle | 13 | 13 | 1.00 | 1.00 |
| BAEF301X | 1 | Quantitative | Middle | 8 | 8 | 1.00 | 1.00 |
| BAEF302X | 1 | Quantitative | Middle | 5 | 5 | 1.00 | 1.00 |
| BALM200X | 3 | Managerial | Early | 42 | 16 | 2.63 | 0.88 |
| BALM300X | 3 | Managerial | Middle | 34 | 16 | 2.13 | 0.71 |
| BALM310X | 4 | Managerial | Middle | 10 | 3 | 3.33 | 0.83 |
| BALM320X | 2 | Managerial | Late | 8 | 5 | 1.60 | 0.80 |
| BALM321X | 1 | Managerial | Late | 6 | 6 | 1.00 | 1.00 |
| BALM400X | 3 | Managerial | Late | 7 | 4 | 1.75 | 0.58 |
| BALM410X | 4 | Managerial | Late | 5 | 4 | 1.25 | 0.31 |
| BAMA100X | 2 | Quantitative | Early | 31 | 11 | 2.82 | 1.41 |
| BAMA101X | 1 | Quantitative | Early | 8 | 7 | 1.14 | 1.14 |
| BAMA102X | 1 | Quantitative | Early | 9 | 6 | 1.50 | 1.50 |
| BAMA300X | 2 | Quantitative | Middle | 17 | 6 | 2.83 | 1.42 |
| BAMA301X | 2 | Quantitative | Middle | 3 | 2 | 1.50 | 0.75 |
| BAMS300X | 2 | Managerial | Middle | 38 | 15 | 2.53 | 1.27 |
| BAMS301X | 2 | Managerial | Middle | 8 | 4 | 2.00 | 1.00 |
| BAMS310X | 1 | Managerial | Late | 4 | 4 | 1.00 | 1.00 |
| BAMS311X | 2 | Managerial | Late | 4 | 4 | 1.00 | 0.50 |
| BAOS300X | 2 | Technical | Early | 92 | 44 | 2.09 | 1.05 |
| BAOS301X | 1 | Technical | Middle | 16 | 14 | 1.14 | 1.14 |
| BAOS302X | 1 | Technical | Middle | 10 | 5 | 2.00 | 2.00 |
| BAOS303X | 1 | Technical | Middle | 6 | 4 | 1.50 | 1.50 |
| BAOS310X | 2 | Managerial | Late | 5 | 4 | 1.25 | 0.63 |
| BAOS311X | 2 | Managerial | Late | 5 | 5 | 1.00 | 0.50 |
| BAOS320X | 1 | Technical | Late | 7 | 6 | 1.17 | 1.17 |
| BAOS321X | 2 | Technical | Late | 6 | 6 | 1.00 | 0.50 |
| BAOS400X | 1 | Technical | Late | 5 | 5 | 1.00 | 1.00 |
| BAOS401X | 1 | Technical | Late | 4 | 4 | 1.00 | 1.00 |

The following table shows courses the total number of courses and credits by course type and relative time, respectively.

Table 7: Courses Categorized by Type and the Time at which Students Enroll.

| Course Type/Relative | Early | Middle | Late | Grand Total |
|----------------------|-------|--------|------|-------------|
|----------------------|-------|--------|------|-------------|

| Time (#courses) | | | | |
|-------------------------------|---|---|--|--------------------|
| Managerial | BALM200X (# Courses: 1; #Credits: 3) | BALM300X BALM310X BAMS300X BAMS301X (# Courses: 4; #Credits: 11) | BALM320X BALM321X BALM400X BALM410X BAMS310X BAMS311X BAOS310X BAOS311X (# Courses: 8; #Credits: 17) | 13 (Cr: 31) |
| Quantitative | BAEF100X BAEF101X BAEF110X BAEF111X BAEF200X BAEF201X BAMA100X BAMA101X BAMA102X (# Courses: 9; #Credits: 13) | BAEF210X BAEF211X BAEF212X BAEF300X BAEF301X BAEF302X BAMA300X BAMA301X (# Courses: 8; #Credits: 10) | (# Courses: 0; #Credits: 0) | 17 (Cr: 23) |
| Technical | BAOS300X (# Courses: 1; #Credits: 2) | BAOS301X BAOS302X BAOS303X (# Courses: 3; #Credits: 3) | BAOS320X BAOS321X BAOS400X BAOS401X BAOS402X (# Courses: 5; #Credits: 6) | 9 (Cr: 11) |
| Grand Total of courses | 11 (Cr: 18) | 15 (Cr: 24) | 13 (Cr: 23) | 39 (Cr: 65) |

The following table shows percentages of completion rates in BSBA courses since March 2019.

Table 8: Courses and Student Performance Rates

| <u>Course</u> | MD% | M% | PR% (Developing) |
|---------------|------------|-----------|-------------------------|
| BAEF100X | 0.00% | 32.79% | 67.21% |
| BAEF101X | 100.00% | 0.00% | 0.00% |
| BAEF110X | 38.10% | 0.00% | 61.90% |
| BAEF111X | 33.33% | 33.33% | 33.33% |
| BAEF200X | 6.67% | 53.33% | 40.00% |
| BAEF201X | 60.00% | 20.00% | 20.00% |
| BAEF210X | 83.33% | 16.67% | 0.00% |
| BAEF211X | 87.50% | 0.00% | 12.50% |
| BAEF212X | 83.33% | 0.00% | 16.67% |

| | | | |
|----------|---------|--------|--------|
| BAEF300X | 42.86% | 28.57% | 28.57% |
| BAEF301X | 66.67% | 0.00% | 33.33% |
| BAEF302X | 60.00% | 0.00% | 40.00% |
| BALM200X | 100.00% | 0.00% | 0.00% |
| BALM300X | 28.26% | 20.65% | 51.09% |
| BALM310X | 25.81% | 9.68% | 64.52% |
| BALM320X | 36.84% | 2.63% | 60.53% |
| BALM321X | 100.00% | 0.00% | 0.00% |
| BALM400X | 20.00% | 4.44% | 75.56% |
| BALM410X | 100.00% | 0.00% | 0.00% |
| BAMA100X | 80.00% | 20.00% | 0.00% |
| BAMA101X | 31.25% | 56.25% | 12.50% |
| BAMA102X | 25.00% | 25.00% | 50.00% |
| BAMA300X | 100.00% | 0.00% | 0.00% |
| BAMA301X | 57.14% | 28.57% | 14.29% |
| BAMS300X | 22.22% | 0.00% | 77.78% |
| BAMS301X | 40.00% | 40.00% | 20.00% |
| BAMS310X | 100.00% | 0.00% | 0.00% |
| BAMS311X | 50.00% | 12.50% | 37.50% |
| BAOS300X | 33.33% | 33.33% | 33.33% |
| BAOS301X | 23.53% | 23.53% | 52.94% |
| BAOS302X | 60.00% | 20.00% | 20.00% |
| BAOS303X | 100.00% | 0.00% | 0.00% |
| BAOS310X | 53.33% | 13.33% | 33.33% |
| BAOS311X | 17.65% | 17.65% | 64.71% |
| BAOS320X | 10.00% | 20.00% | 70.00% |
| BAOS321X | 35.62% | 2.74% | 61.64% |
| BAOS400X | 10.00% | 40.00% | 50.00% |
| BAOS401X | 100.00% | 0.00% | 0.00% |
| BAOS402X | 40.00% | 40.00% | 20.00% |

The following table extracts #SPs (attempts) required to complete 1 credit of each course in BSBA courses since March 2019 by course category.

Table 9: Course-categories, Relative-times and #SPs to complete 1 Credit.

| Average Number of Attempts (SPs) to Complete 1 Credit | Relative Time | | | Average |
|---|---------------|--------|------|------------------|
| | Early | Middle | Late | |
| Managerial | 0.875 | 0.952 | 0.7 | 0.7695513 |
| Quantitative | 1.787542088 | 1.192 | | 1.5071301 |

| | | | | |
|----------------|--------------------|--------------|---------------|------------------|
| Technical | 1.045454546 | 1.548 | 1 | 1.1783309 |
| Average | 1.637121212 | 1.199 | 0.7875 | 1.1853938 |

Table 10: Course-categories, Relative-times and %PR Grades per 1 Credit.

| Average % of PR per 1 Credit | Relative Time | | | Average |
|------------------------------|--------------------|--------------------|--------------------|--------------------|
| | Course Type | Early | Middle | |
| Managerial | 0.206349206 | 0.226025542 | 0.054092262 | 0.118706882 |
| Quantitative | 0.359572239 | 0.17377451 | | 0.272138013 |
| Technical | 0.255434783 | 0.319444444 | 0.068571429 | 0.172958362 |
| Average | 0.336175831 | 0.216842105 | 0.059661172 | 0.198106691 |

We conducted statistical analysis using ANOVA and pairwise t-Tests based on the above classifications. Single-factor ANOVA test results by course category are shown below:

SUMMARY

| Groups | Count | Sum | Average | Variance |
|--------------|-------|----------|----------|----------|
| Managerial | 13 | 10.00417 | 0.769551 | 0.069674 |
| Quantitative | 17 | 25.62121 | 1.50713 | 0.410463 |
| Technical | 9 | 10.60498 | 1.178331 | 0.165817 |

ANOVA

| Source of Variation | SS | df | MS | F | P-value | F crit |
|---------------------|----------|----|----------|----------|-----------------|----------|
| Between Groups | 4.008216 | 2 | 2.004108 | 8.264337 | 0.001113 | 3.259446 |
| Within Groups | 8.730028 | 36 | 0.242501 | | | |
| Total | 12.73824 | 38 | | | | |

Single-factor ANOVA test results by relative time at which the courses are taken are shown below:

SUMMARY

| Groups | Count | Sum | Average | Variance |
|--------|-------|----------|----------|----------|
| Early | 11 | 18.00833 | 1.637121 | 0.552146 |
| Middle | 15 | 17.98452 | 1.198968 | 0.130793 |
| Late | 13 | 10.2375 | 0.7875 | 0.090012 |

ANOVA

| <i>Source of Variation</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P-value</i> | <i>F crit</i> |
|----------------------------|-----------|-----------|-----------|----------|-----------------|---------------|
| Between Groups | 4.305551 | 2 | 2.152776 | 9.190412 | 0.000596 | 3.259446 |
| Within Groups | 8.432693 | 36 | 0.234241 | | | |
| Total | 12.73824 | 38 | | | | |

Since ANOVA showed there are statistically significant difference among groups, we conducted pairwise testing between groups. Here are the findings based on statistical analysis:

- **Finding 1:** On average, early courses take the longest amount for students to complete 1 credit: 1.64 subscription periods to complete. Middle courses require 1.12 subscription periods to complete followed by the late courses at 0.79 SPs.
- **Finding 2:** There are *statistically significant differences* between the number of subscription periods required to complete *early courses and the late courses* (p=0.004). Similarly, there are *statistically significant differences between middle courses and late courses* (p=0.003). However, there are no statistically significant differences between early and middle courses at significance level of 5% (p=0.09) (or, statistically significant at 10% significance).
- Since earlier courses have a significant impact on retention rates, it is desirable that students find success in earlier courses quite soon.
- The findings in (1) and (2) is to be expected since many students are starting with the program as adult, non-traditional students returning to school after a long lapse, and are requiring more time to complete the early courses. As students are learning, they are building a foundation and as a result increasing their speed through the program. Students are learning how to learn in the early courses which gives them the ability to accelerate. A ‘shake the rust off’ course can help accelerate those beginning courses. By the time students take the late courses, they are fairly comfortable with the CBE and Flex model and would have built the necessary foundation required to complete the late courses faster.
- **Finding 3:** On average, quantitative courses take the longest amount for students to complete 1 credit: 1.51 subscription periods to complete. Technical courses require 1.18 subscription periods to complete followed by the managerial courses at 0.77 SPs. Our advisory board mentions lack of student skills in quantitative/data analysis/technical skills for employees they see from traditional programs as well. Hence, this is not an issue unique to Flex BSBA.
- **Finding 4:** There are *statistically significant differences* between the number of subscription periods required to complete *quantitative courses and the managerial courses* (p=0.0003). Similarly, there are *statistically significant differences between technical courses and managerial courses* (p=0.02). However, there are no statistically significant differences between quantitative and technical courses at the 5% level (p=0.09) (Significant difference at 10% level). This is to be expected since there is a significant correlation between technical analysis and quantitative analysis, since technical tools are used in quantitative courses (e.g. Excel is used in many accounting and statistics courses). This is consistent with Finding 2, since 9 of the 11 earlier courses are quantitative courses.

- This is to be expected since BSBA students are working adults who are likely to be more familiar with managerial concepts compared to quantitative or technical aspects.
- **Finding 5:** There are statistically significant differences in the number of subscription periods to complete 1 credit between early quantitative courses and middle quantitative courses ($p=0.049$; average SPs to complete 1 credit of early quantitative courses=1.79; average SPs to complete 1 credit of middle quantitative courses=1.19). There are no statistically significant differences between managerial course groups whether they are taken early/middle to late; a similar statement holds for technical courses.
- **Finding 6:** There are statistically significant differences in %PR grades per 1 credit of course between quantitative courses and managerial courses ($p=0.01$; average %PR grades in quantitative courses=27%; average %PR grades in managerial courses=12%). There are no statistically significant differences %PR grades in other pairs (managerial-technical and quantitative-technical).
- **Finding 7:** There are statistically significant differences in %PR grades per 1 credit of course between early courses and late courses ($p=0.0003$; average %PR grades in early courses=33.6%; average %PR grades in late courses=6%). There are also statistically significant differences in %PR grades per 1 credit of course between middle courses and late courses ($p=0.002$; average %PR grades in middle courses=21.7%; average %PR grades in late courses=6%). There are no statistically significant differences in %PR grades between middle courses and early courses.

Faculty's qualitative observations based on the above data, especially # subscription periods taken to complete courses are listed below.

- Faculty observed that time management is an issue amongst students, especially initially in their BSBA career. There are three types of students: go-getters comfortable with CBE/Flex (complete fast); those who are very unsure (and do not get started); some who fall in the middle who require significant input (e.g. how to look up resources, cite sources, etc.). Go-getters power through and finish courses quickly, and then other students who are almost not doing anything or doing something quite minimal. Some students are in the middle. This further explains finding #1 as to why early courses are taking longer compared to middle or late courses.
- Students are still in uncharted territory without having deadlines. Perhaps stronger emphasis on 'paths to completion' that we have articulated in courses and individual learning plans (ILPs) might help.
- Some students add a course without intending to finish it because they have no limit; this increases the number of subscription periods to complete the course.
- Students are placed into quantitative courses such as Business math, and economics courses right away. Students are taking many quantitative courses early and findings (1) through (5) suggest that students may be struggling to complete early courses and especially early quantitative courses. In general, students take longer to complete quantitative and technical courses in other programs as well; hence, this is not surprising finding for BSBA.
- However, the early quantitative courses may have an impact on our retention rates which is currently at 66%. If we redesign the path so that they start with courses like Business Law and Ethics and other less quantitative courses, it might help us engage them better and perhaps improve our retention rate.
- Is there a way for some of the early courses (or a new course?) can help get them reoriented to being back in school? The idea is to have students excited about the curriculum and become fully engaged in BSBA. This first course is a 'shake-the-rust-off' course and is a "fun" course in business and innovation and can focus on business topics along with basics such as citing sources, looking up resources and working on real-life business scenarios. If we agree on this, what is the timeline, who is in-charge of this course and when do we change requirements?
- As we revise courses, we need review and resolve issues with individual assignments that students/ASC team are pointing out.

- Time to complete 1 credit decreases as students move through a program because students become familiar with CBE/Flex format.
- Digital badges - is there a way to help us include digital badges to support and motivate adult students to continue to persist? For example, award digital badges as they complete competencies/courses. What systems support and cost is required to implement/support this?
- Systems: As financial aid starts coming into the picture, students need to complete 12 credits in six months (6 credits per SP). Faculty are not completely aware of the financial aid considerations; there is a need to clearly communicate to the faculty when a student is at risk for falling off of financial aid in an individual course so that faculty (in addition to ASCs) also motivate students about course completion.
- Credit hour assignments. One credit-hour (semester credit) should be about 45-48 hours of work, should we review a look at the number of credit hours assigned? It seems some of the courses have a lot of work packed into 1 credit hour and students are spending a lot of time in completing these courses. As we revise our courses, review the credit hour computations for each course.

VI. OBSERVATIONS FROM ACADEMIC SUCCESS COACHES

General ASC Comments

ASCs recognize that the sample size of student feedback is relatively small at this point, and, as with any course evaluation, ASCs often get responses from students who are either very complimentary or quite displeased. ASCs attempt to distill student feedback into meaningful nuggets that both assist the student to move forward in the course, and also as items to improve the course at the appropriate time. ASC feedback provided in this section is sourced heavily from student conversations and email exchanges as they progressed through the course, instead of based on evaluation responses.

ASC Team Observation #1: The BSBA program does not have a foundational course where students are introduced to the Flex format, programmatic/BSBA concepts, or to just “shake the rust off” for those who are returning to formal education after many years away. The lack of a foundational course means that students have to satiate those needs in their first enrollments, often Business Economics or Business Algebra. BAEF100/110 and MATH105A however, are not designed to do that, and often this leads to student frustration. When students are attempting to orient themselves in a new program while also completing rigorous coursework, all within a CBE environment, it can feel like a lot.

Support from statistical analysis: Statistical analysis and findings (1) through (5) seem to support this.

ASC Team Observation #2: Keeping that in mind, the courses taken early in the program feel like significantly more work than their 1-2 credit equivalents, particularly the economics courses. We hesitate to single these courses out individually, but they are the courses that a lot of students have taken so we have more knowledge of them. The expectation setting and adjustment period that students experience in these courses can be a rude awakening. It often significantly slows students down on their track to graduation, and is something they have to come to terms with in their first subscription period. ASCs understand and support the need for a reality check and to set the tone for coursework rigor but feel there may be a way to do this positively, in a manner that challenges and motivates students to persevere and push forward.

These initial 1-2 credit courses can also be a burden for Financial Aid students (who need to obtain 6 CEs in each term) as they attempt to piece together 6 credits without overloading themselves. Although our first group of pioneer students have handled this well, it's not been without significant effort and coaching. We do feel strongly that BAEF100 and BAEF110 should be given careful consideration to determine if they are truly 1 CE level courses, or perhaps warrant additional credits (or a reduction in assessments).

Support from statistical analysis: Statistical analysis and findings (1) through (5) support the fact that students are taking longer to complete earlier quantitative courses which include economics and math courses. Before we discuss credit adjustments, finding (5) indicates that there are statistically significant differences between early quantitative courses and middle quantitative courses. This may suggest that students are taking longer as they get used to the program initially but completing quantitative courses in less time as they progress through middle of the program. It is not clear whether it is because of the discrepancy in the amount of expected work or because of getting used to the program initially.

ASC Team Observation #3: Students are restricted in selecting their first courses, due in part to the numerous prerequisites that exist. We would appreciate if students had more options in the outset of their program to self-select areas of expertise or previous experience. Many students don't want to start with math or economics after being out of school for 20 years. Is there an opportunity to reevaluate prerequisite requirements?

Individual Course Feedback

BAEF 100

Students often ask us about the concept of supply and demand. We're not sure if that means the supply and demand learning materials need looking at, or if it's just a tough topic to grasp. We think the students would benefit greatly from a careful review of the items that cover supply and demand, and perhaps providing additional materials.

BAEF110

ASC Comments (based on student conversations): This course is very writing heavy, and many students need multiple submissions (2-4) to demonstrate mastery. ASCs don't have a specific spot to point to and say "these instructions are unclear" but we notice a theme of students missing something important in their first 1-2 submissions which result in additional re-writes. The iterative feedback and re-writing process takes the course beyond the scope of a 1 credit equivalent.

BALM200

Student Feedback: BLE200 was very well structured. The assignments, especially the early ones, are sized in a way that allow the student to gather momentum while truly learning the material. You turn something in, get feedback, which serves as the impetus to do the next thing, and so on. Also, the texts for BALM200 were extremely well written AND available in PDF format, which is huge. I did learn the stuff.

BAEF201

Student feedback: “This is a well-structured course. BAEF200 provide the necessary foundation and flows right into the early assignments in 201, which in turn support the final assignment.”

BALM300

Timed quizzes are difficult for many of our students, and they have a short time limit. We’ve discussed this with faculty and ID in the past. We do understand that the timed quizzes are meant to be short, since they test quick recall. However, some students will do well on the written assignments and even the practice quizzes, but struggle with the high stakes quiz. Perhaps examining the alignment of practice quiz questions and actual quiz questions would be helpful? It feels like there may be disconnect between those items. On the quiz activities, we have also noticed there are certain questions that are frequently missed.

Students often want to take this class relatively early in their program because it’s a 3 credit course (gets them halfway to their necessary 6 credit for continued financial aid eligibility and it has no prerequisites), but we have found it to be a difficult early course for many of our new students.

BAOS300

Student Feedback: Misalignment between rubric and instructor feedback.

BAMS300

Student Feedback: Delayed response to assessment related questions (delayed a week). Some grading delays as well.

Student Feedback: Gradebook errors in quizzes. Quizzes marked with a 0, despite work being completed. Reported by multiple students.

Student Feedback: Consistent grading delays.

Student Feedback: “I have not yet received feedback form the instructor, not even from the initial Flex Check in. I’m feeling slightly frustrated and not moving as fast as I would like. I’m still moving forward, but slowly in case I have to go back and correct errors—which is irritating because I had planned to also finish MKTG305 in this term.”

BAMS301

Student Feedback: Significant grading delays.

VII. CONSENSUS IMPROVEMENTS THROUGH DIRECT AND INDIRECT ASSESSMENT RESULTS

Based on quantitative findings 1 through 7 and observations of faculty and ASCs, the following changes are suggested.

- (A) Near term: Modify the Individual Learning Plans (ILPs) which serve to guide students when to register for classes for optimal graduation time as follows:

- (i) Recommend students to take BALM 200X (3 credits) and BAOS 300X (2 credits) in the first subscription period along with one or two additional quantitative courses.
- (ii) Recommend students to take BALM 300X (3 credits) and BALM 310X (4 credits) in the second/third subscription periods.
- (iii) Try to achieve the following mix of courses in ILPs. The following table suggests approximate values. Explore if this is possible with the current prerequisite structure and optimal time to graduate. Since students can add courses in the middle of a SP, it may help us with flexibility in rearranging courses. Some questions to be addressed include, whether in the Flex model, can students register for 300-level courses without junior standing? We may need to review prerequisites and modify them as needed to accomplish them.

| Course Type/Relative Time (#courses) | Early | Middle | Late | Grand Total |
|--------------------------------------|-------------------------|-------------------------|-------------------------|--------------------|
| Managerial | (# Courses: 4; #Cr: 10) | (# Courses: 4; #Cr: 10) | (# Courses: 5; #Cr: 11) | 13 (Cr: 31) |
| Quantitative | (# Courses: 5; #Cr: 7) | (# Courses: 6; #Cr: 8) | (# Courses: 6; #Cr: 8) | 17 (Cr: 23) |
| Technical | (# Courses: 2; #Cr: 2) | (# Courses: 3; #Cr: 4) | (# Courses: 4; #Cr: 5) | 9 (Cr: 11) |
| Grand Total of courses | 11 (Cr: 19) | 13 (Cr: 22) | 15 (Cr: 24) | 39 (Cr: 65) |

- (B) Medium Term: Add an introductory managerial course (“fun”, “shake-the-rust-off” course) worth 1-2 credits. Consider implications to the curriculum in terms of number of credits, graduation timeline and other factors. This will likely be implemented in 2021.
- (C) Medium Term: Consider adding a grade “NA” (Not Attempted) to PeopleSoft/Solar. This will help improve our data on how long students are taking to complete courses and will help us make better decisions.
- (D) Near Term: In each course, on the “Evaluation & Minimum Progress Requirements” page, change the following item
 “You have 2 attempts to achieve an 80% or better on each assessment (unless otherwise noted). If you do not pass an assessment after the allowed attempts, please contact your ASC.”

as follows:

“You have 2 attempts to achieve an 80% or better on each assessment (unless otherwise noted). Grades on the second attempt are limited to “mastery”. However exceptions, due to special circumstances, may be granted at the discretion of the professor teaching the course. If you do not pass an assessment after the allowed attempts, please contact your ASC.”

This will help set the expectations clearly for students and motivate students to submit better work on the first attempt.

- (E) Near Term: Currently Flex Check-In does not produce notifications for faculty when students complete it. This is causing unnecessary delays since faculty need to remember to go back into Flex Check-in pages in Canvas and attend to it. Strongly consider moving flex check-ins to a quiz type format so that faculty

are notified when students submit them check-in messages. This can considerably improve faculty response times and improve student satisfaction with turnaround.

(F) Timeline for curricular revisions: Revise courses according to the following. The following courses are slated for revisions for 2020:

| Course | Credits | Phase 1 - 2020 |
|---------------------|---------|----------------|
| BAEF 200x | 2 | Summer |
| BAEF 201x | 1 | Summer |
| BAEF 300x | 1 | Summer |
| BAEF 301x | 1 | Summer |
| BAEF 302x | 1 | Summer |
| BAMA 101x/MATH 105B | 1 | Summer |
| BAMA 102x/MATH 105C | 1 | Summer |
| BAMA 300x | 2 | Fall |
| BAMA 301x | 2 | Fall |
| BAOS 300x | 2 | Fall |

Complete timeline for course revisions is posted at the link below:

https://docs.google.com/spreadsheets/d/1gMaR_ztsnlmkMXcMisuZU0yE6oaVDhvFgK3c05S5BRs/edit?usp=sharing

Course revisions will be based on suggestions in this report; a separate curricular improvement form (CIFs) will be filled out for each course shortly before revisions begin. CIFs will include details of the proposed changes for the courses.

VIII. CONCLUDING REMARKS

In this document, we reported student assessment results from both direct and indirect measures for Flex BSBA courses and competencies; the assessment results include the data from March 2019 (when the program moved to UW-Parkside) to March 2020. The indirect assessment data based on faculty and ASC feedback is validated by the quantitative data and statistical analysis of direct measures. We collectively identified several changes to the curriculum based on assessment results and arrived at a plan to implement these changes. We are anticipating that many of these changes will be completed in the next one year.