

Flex BSBA: Curricular Improvement Form

Project Number: BAMS300X & BAMS 301X (Total 4 credits)	Date of Flex BSBA Faculty Meeting and Approval: May 21, 2020
Timeframe for Implementing Changes: Fall 2020 (In process)	Date Changes Implemented:

I. Direct Assessment Data:

Number/Percentage of students completing the project is shown below (March 1, 2019 to March 31, 2020).

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
BAMS300X	2	Managerial	Middle	38	15	2.53	1.27
BAMS301X	2	Managerial	Middle	8	4	2.00	1.00

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

II. Indirect Assessment Data:

Student feedback:

In general, students have been very satisfied with the content of the course. However, students reported grading delays which were addressed by the faculty teaching the course.

ASC suggestions for improvement:

- ASC team reported grading delays which were addressed by the faculty member.
- Verify currency of resources

III. Faculty Summary and Possible Revisions:

(1) What is working well with the project:

- Students generally perform best on MKTG1 as the requirements are based on straightforward definitions which aren't difficult to illustrate through everyday examples.
- 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).

(2) Are there particular aspects students seem to be struggling with:

- 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.

(3) Possible changes to content of the course:

- 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
- New more current example plans for MKTG 6 and presentations for MKTG7. A new rubric has already been developed now for MKTG 6 which should better determine whether plans currently graded at 91 or 92% are actually worthy of MD.
- 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.
- Discussed pros and cons of keeping the Harley case; it's a tried and true case that seems to work well for students and instructor. The business sector is stable and has longevity (not a hot new

trend that will need to be outdated within a few years). Rather than replace Harley, will look to add a social media component

- Key action items to ensure alignment with resources and introduce more current concepts include: adding some social media component to The Marketing Mix assessment, reviewing objective assessment questions for accuracy and currency, updating the Segmenting Markets assessment, and reviewing the marketing presentation recording software and rubrics.

(4) Possible changes to resources:

- a. Will review textbook options, including rental and purchase options for more current editions. Older editions are lacking quality materials regarding digital marketing. Students may want a marketing textbook for the capstone.

(5) Additional video examples will likely be provided to bring currency to the course.

IV. Instructional Design Team Review using a Modified QM Rubric:

Course Quality Review Rubric - Please see link at bottom of review for screenshots captured during the review		
Date of Review:		Reviewer Initials:
Review Standards	Met or Not Met	Each specific standard is either MET or NOT MET. Reviewer will add comments if a standard is NOT MET
COURSE OVERVIEW AND INTRODUCTION - The overall design of the course is made clear to the student at the beginning of the course.		
QM 1.1 Instructions make clear how to get started and where to find various course components.		
QM 1.2 Learners are introduced to the purpose and structure of the course.		
QM 1.3 Communication expectations for email, and other forms of interaction are clearly stated.		
QM 1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.		
QM 1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.		

QM 1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.		
QM 1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.		
QM 1.8 The self-introduction by the instructor is professional and is available online. (Text-based intro)		
LEARNING OBJECTIVES (COMPETENCIES) - Learning objectives or competencies describe what learners will be able to do upon completion of the course.		
QM 2.1 The course competencies and outcomes are measurable.		
QM 2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.		
QM 2.5 The learning objectives or competencies are suited to the level of the course.		
ASSESSMENT AND MEASUREMENT - Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.		
QM 3.1 The assessments measure the achievement of the stated learning objectives or competencies.		
QM 3.2 The course grading policy is stated clearly at the beginning of the course.		
QM 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.		
QM 3.4 The assessments used are sequenced, varied, and suited to the level of the course.		

QM 3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.		
INSTRUCTIONAL MATERIALS - Instructional materials enable learners to achieve stated learning objectives or competencies.		
QM 4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.		
QM 4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.		
QM 4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.		
QM 4.4 The instructional materials represent up-to-date theory and practice in the discipline.		
QM 4.5 A variety of instructional materials is used in the course.		
LEARNING ACTIVITIES AND LEARNER INTERACTION - Course activities facilitate and support learner interaction and engagement.		
QM 5.1 The learning and practice activities promote the achievement of the stated learning objectives or competencies.		
QM 5.2 Learning activities provide opportunities for interaction that support active learning.		
QM 5.3 The instructor's plan for interacting with learners during the course is clearly stated.		
COURSE TECHNOLOGY - Course technologies support learners' achievement of course objectives or competencies.		

QM 6.1 The tools used in the course support the learning objectives or competencies.		
QM 6.2 Course tools promote learner engagement and active learning.		
QM 6.3 A variety of technology is used in the course.		
QM 6.4 The course provides learners with information on protecting their data and privacy.		
LEARNER SUPPORT - The course facilitates learner access to institutional support services essential to learner success.		
QM 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.		
QM 7.2 Course instructions articulate or link to the institution's accessibility policies and services.		
QM 7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.		
QM 7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.		
ACCESSIBILITY AND USABILITY - The course design reflects a commitment to accessibility and usability for all learners.		
* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.		

QM 8.1 Course navigation facilitates ease of use.		
QM 8.2 The course design facilitates readability		
QM 8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.		
QM 8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.		
QM 8.5 Course multimedia facilitate ease of use.		