

**Assessment Plan for the Flexible Option**

**Bachelor of Science in  
Business Administration (BSBA) Program**

**Revised and Approved: May 22, 2020**

**Approved: April 17, 2017**

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## **1. Introduction**

This document discusses an assessment plan for the Flexible Option BSBA program (Flex BSBA) offered by UW-Parkside. The primary goal of assessment is to improve student learning and promote a culture of continuous improvement for the program and university. Assessment plans and assessment results are shared often with internal and external stakeholders. For example, the Higher Learning Commission, which accredits at the institutional level, requires assessment plans for each program the campus offers. At the UW- System level, periodic guidelines are sent to all campuses for assessing and reporting on verbal and quantitative skills, mostly in line with guidelines established by the Higher Learning Commission. Assessment results also contribute significantly to the department and program review process.

The Flexible Option BSBA program is designed as a degree completion program in which students complete 39 courses in various competency areas related to business. Students complete the general education requirements either prior to joining the BSBA program or concurrently while pursuing the BSBA program. Even though the general education requirements are completed by students outside of the Flex BSBA courses, many of the content-specific program-level competencies of the Flex BSBA program are in alignment with the UW System shared learning goals which are listed below:

- Knowledge of Human Cultures and the Natural World;
- Critical and Creative Thinking Skills;
- Effective Communication Skills;
- Intercultural Knowledge and Competence;
- Individual, Social and Environmental Responsibility.

The content-specific program-level goals outlined in this document can be directly mapped to one or more of the five UW System shared learning goals. At the campus level, uniform General Education requirements have been adopted for all degree programs. The rest of this document is organized as follows. Section 2 describes the process for assessment of the Flex BSBA program. Section 3 describes program-level competencies and their alignment with BSBA courses. Section 4 focuses on rubrics used to obtain direct measures of student learning. Section 5 discusses a yearly plan for gathering and collecting assessment data as well as the resources needed.

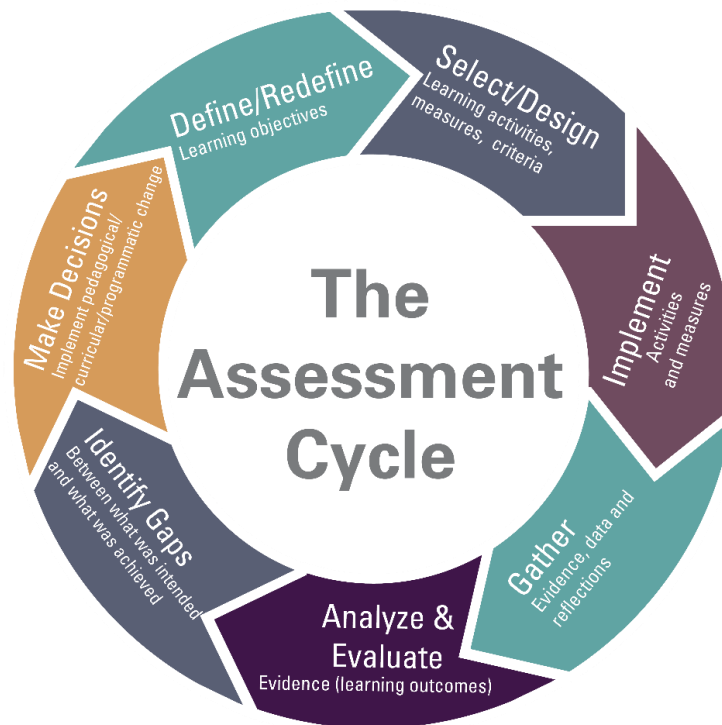
## **2. Assessment Process for the Flex BSBA Program**

Our assessment plan is based on the following steps as suggested by experts in the field of assessment (Martell and Calderon, 2005; Walvoord 2004).

1. Articulate competencies that students need to demonstrate for the BSBA program.
2. Identify the courses in which these goals will be introduced, reinforced, and assessed.
3. On a regular basis, gather evidence on how well our students demonstrate these competencies using direct and indirect measures.
4. Analyze the assessment data and determine how the assessment data collected in Step 3 should be used for program improvement.
5. Implement changes to the program based on the analysis in step 4.
6. Repeat the cycle if steps 2 through 4.

Figure 2 summarizes our assessment approach.

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**Figure 2.** Assessment Cycle and Process (reproduced from Northwestern University’s Searle Center for Advancing Teaching and Learning URL: <https://www.northwestern.edu/searle/assessment-of-student-learning/assessment-process/index.html>, Last Accessed: May 20, 2020)

For the Flex BSBA program, faculty and the academic director of Flex BSBA conduct assessment of program-level competencies, gather and document assessment results. Faculty discuss the assessment results and consider various direct and indirect measures for preparing the assessment report. The direct measures we use include the number/percentage of students who achieved MD (Mastery with Distinction) and M (Mastery) marks at the course level as well as at the competency level as well as how long students are taking to complete each course.

Some of the indirect measures include the following:

1. Course 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.

It is expected that BSBA will undergo a program review once every seven years. The annual assessment reports will contribute to the program review; in addition to the assessment results, the program review process may examine other areas such as student support services including admissions, advising, and registration.

### 3. Program Level Competencies (PLCs) and Alignment with BSBA Courses

UW-Parkside's Business department's vision and mission are stated below.

**Vision:** The Department of Business at UW-Parkside will be the leading source for business education, knowledge, collaboration, and advice in Southeast Wisconsin.

**Mission:** Dedicated to preparing successful business graduates, our AACSB-accredited Department of Business is committed to providing student-centered education with a purposeful emphasis on community engaged learning . Located in the economically vibrant Chicago-Milwaukee corridor, our engaged and diverse business faculty, staff, and students work closely with many organizations in the region to advance economic development and best business practices. We also strive to develop global business leaders through our international partnerships, and educational programs.

Based on the above vision and mission, DoB also articulated the following core values:

#### **Core Values and Beliefs:**

- The department strives to bring the community to the classroom and the classroom to the community. The department is a leader in community based learning as a means to contribute to the community and a way to teach theory and practice.
- The department values its location in SE Wisconsin and works with local business leaders to determine relevant programs, learning objectives, and curriculum. Graduating undergraduate and MBA students are well-prepared to work in local businesses and global organizations worldwide.
- The department values innovation and develops new programs in attempt to meet the evolving needs of the economy and its students.
- The department believes that scholarly research and professional practice are essential to qualified faculty. The department values multiple forms of research but particularly values research that addresses learning relevant for Parkside students and scholarship that is relevant to local business.
- The department strives to prepare students for the global economy by creating international partnerships, providing opportunities for students to study abroad, cultivating a global classroom, and infusing globalization into the curriculum.
- The department values the diverse backgrounds of UW-Parkside students, faculty, and staff. Diversity includes race, ethnicity, nationality, gender, sexual preference, financial status, family obligations, work status, and academic preparation. The department strives to offer multiple forms of learning to address the needs of UW-Parkside's diverse learning community.
- The department values diverse perspectives and an inclusive form of decision making.

The faculty of the Flex BSBA program collectively identified eight program level competencies for Flex BSBA students. These PLCs are in alignment with the mission, vision and core values articulated above. 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:

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- **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.

The PLCs map directly to UW System’s shared learning goals as shown in Table 1 below.

*Table 1: PLCs and UW-System Shared Learning Goals*

<b>PLC</b>	<b>UW System Shared Learning Goal</b>
PLC1-Ethics	Critical and Creative Thinking Skills; Individual, Social and Environmental Responsibility
PLC2-Financial Tools	Critical and Creative Thinking Skills
PLC3-Business Functions	Critical and Creative Thinking Skills
PLC4-IT&Research	Critical and Creative Thinking Skills
PLC5-Communication	Effective Communication Skills
PLC6-Organizational Challenges	Reasoned judgment
PLC7-Diversity& Teamwork	Intercultural Knowledge and Competence
PLC8-Integrated Strategy	Critical and Creative Thinking Skills

These PLCs translate to 116 assessment-level competencies shown in Table 2.

*Table 2: Assessment-Level Competencies*

<b>Competency Code</b>	<b>Competency Description</b>	<b>Program-Level Competency</b>
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
BEI11	Analyze the effectiveness of monetary and fiscal policies on the economy.	PLC6

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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

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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

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Each program-level competency is assessed in multiple assessment-level competencies. Our assessment plan follows a five-year cycle in which we gather assessment results for the same PLC from multiple courses.

#### 4. Assessment-Level Competencies and Direct Measurements

This section presents sample rubrics for each PLC for courses where it is assessed. Each PLC is mapped to multiple assessment-level competencies and each course is designed for students to demonstrate mastery in multiple assessment-level competencies.

Communication of competencies to students. The PLCs for the Flex BSBA program are published at the following website.

<https://flex.wisconsin.edu/degrees-programs/bachelor-science-business-administration/>

The assessment-level competencies and the rubrics are also stated for each course in the learning management system, which is currently Brightspace D2L.

Communication of competencies to new instructors. Every new faculty member will need to complete a mandatory training program that includes details of the Flex program including competencies and assessments. All faculty members also participate in the assessment process on an annual basis.

Process for development of these learning goals. The PLCs and assessment-level competencies are arrived at collectively by the Flex BSBA faculty. Based on the assessment results and trends, the PLCs and the assessment-level competencies may be revised as appropriate.

##### 4.1 Compiling Direct Assessment Results for Each Course

The following discussion uses a generic course PJCT 300 with three assessment-level competencies: ALC1, ALC2, ALC3. It is also assumed that competencies ALC1, ALC2, and ALC3 align with the program-level competency PLC1. The following rubric indicated in Table 3 will be used to gather student assessment results for PLC1 using PJCT 300. This table uses ALC1, ALC2, ALC3 as the rubric dimensions and categorizes each student into one of the three following performance levels: Mastered with Distinction, Mastered, and Not Yet Mastered.

Table 2: A Generic Rubric for Assessment of PLCs in Each Course

	<b>Mastered with Distinction (MD)</b>	<b>Mastered (M)</b>	<b>In Progress (PR)</b>
<b>ALC1</b>	Student not only mastered ALC1, but student's work in the assessment competency ALC1 was exemplary as student performed at a level of distinction ( $\geq 90\%$ numeric score).	Student mastered the competency ALC1 and its outcomes. ( $\geq 80\%$ and $< 90\%$ numeric score).	Student submitted non-practice assessments for ALC1, but has not yet demonstrated mastery of ALC1. (Less than 80% numeric score).
<b>ALC2</b>	Student not only mastered ALC2, but student's work in the assessment competency ALC2 was exemplary as student performed at	Student mastered the competency ALC2 and its outcomes. ( $\geq 80\%$ and $< 90\%$ numeric score).	Student submitted non-practice assessments for ALC2, but has not yet demonstrated mastery of ALC2. (Less than 80% numeric score).

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	a level of distinction. ( $\geq 90\%$ numeric score).		
<b>ALC3</b>	Student not only mastered ALC3, but student's work in the assessment competency ALC3 was exemplary as student performed at a level of distinction. ( $\geq 90\%$ numeric score).	Student mastered the competency ALC3 and its outcomes. ( $\geq 80\%$ and $< 90\%$ numeric score).	Student submitted non-practice assessments for ALC3, but has not yet demonstrated mastery of ALC3. (Less than 80% numeric score).

For PJCT 300, the assessment data will be compiled with the numbers in each cell. Example assessment data is shown in Table 4 below (this data is for illustration purposes only). The numbers in parentheses indicate the percentages.

*Table 3: Sample Assessment Results for a Generic Course*

Number (Percent) of Students				
	Mastered with Distinction	Mastered	PR	Total
<b>ALC1</b>	18 (36%)	24 (48%)	8 (16%)	50 (100%)
<b>ALC2</b>	11 (22%)	26 (52%)	13 (26%)	50 (100%)
<b>ALC3</b>	8 (16%)	24 (48%)	18 (36%)	50 (100%)

The sample assessment results indicate that the percentage of students in the not-yet-mastered category increases progressively as we move from ALC1 to ALC3. This may be explained using multiple reasons. For example, the materials needed to master ALC2 and ALC3 are at higher complexity-levels and require students to spend more time in mastering them. Or, students are constrained by work/life commitments and are unable to spend time completing ALC2 and ALC3 relative to ALC1. Or, students may be running into difficulty with the material and not enough resources are available for students to succeed. In such instances, the instructor and program director may decide to investigate further by compiling results for each rubric in a given assessment-level competency.

#### 4.2 Additional Measures Based on Time Taken to Complete 1 Credit

Since every student needs to achieve mastery in every competency before they can graduate, percentage of in-progress grades (as discussed in section 4.1) is not a static measure. Another measure that is more meaningful in Flex (CBE) programs is how long --- that is, how many subscription periods (terms) --- the students are taking to complete 1 credit.

The following table shows the categorization of BSBA courses along two distinct dimensions: type of the course and when students take the course in their BSBA career. The course type can take one of the following three values: quantitative, managerial, and technical. 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. The following table (Table 5) shows courses the total number of courses and credits by course type and relative time, respectively.

*Table 5: Courses Categorized by Type and the Time at which Students Enroll.*

Course Type/Relative	Early	Middle	Late	Grand Total
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<b>Time (#courses)</b>				
<b>Managerial</b>	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)	<b>13 (Cr: 31)</b>
<b>Quantitative</b>	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)	<b>17 (Cr: 23)</b>
<b>Technical</b>	BAOS300X (# Courses: 1; #Credits: 2)	BAOS301X BAOS302X BAOS303X (# Courses: 3; #Credits: 3)	BAOS320X BAOS321X BAOS400X BAOS401X BAOS402X (# Courses: 5; #Credits: 6)	<b>9 (Cr: 11)</b>
<b>Grand Total of courses</b>	<b>11 (Cr: 18)</b>	<b>15 (Cr: 24)</b>	<b>13 (Cr: 23)</b>	<b>39 (Cr: 65)</b>

We plan to compile the following metrics on an annual basis for each course.

*Table 6: Course-Level Metrics for Assessment.*

<b>Course (Project)</b>	<b>#Credits</b>	<b>Course Category</b>	<b>Relative Time</b>	<b>Total Number of Attempts (that resulted in MD/M/PR: A</b>	<b>Total Number of MD and M Grades: B</b>	<b>Total Number of Attempts per Completion: C= (A)/(B)</b>	<b>Total Number of Attempts To Complete 1 Credit: D= (C)/#Credits</b>
BAEF100X	1	Quantitative	Early				
BAEF101X	2	Quantitative	Early				
BAEF110X	1	Quantitative	Early				
...							

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The data in the above table will be summarized by course type and relative time as shown below in Table 7.

*Table 7: Course-Level Metrics Summarized by Course Type and Time at Which Courses are Taken.*

Average Number of Attempts (SPs) to Complete 1 Credit of Course	Relative Time			Average
	Early	Middle	Late	
Course Type				
Managerial				
Quantitative				
Technical				
Average				

#### 4.3 What will trigger a review of the competencies, courses and curriculum?

Once we compile the direct assessment results, the following rules, in general, will govern our review of the competencies, courses and curriculum.

- (1) Review and understand the reasons for quantitative courses that require more than 1.5 subscription periods per credit to complete.
- (2) Review and understand the reasons for technical courses that require more than 1.25 subscription periods per credit to complete.
- (3) Review and understand the reasons for managerial courses that require more than 1.00 subscription periods per credit to complete.
- (4) In general, If the #SPs (to complete 1 course-credit) violates the conditions shown in the table below (Table 8), consider curricular changes.

*Table 8: Course-categories, Relative-times and #SPs to complete 1 Credit.*

Average Number of Attempts (SPs) to Complete 1 Credit of Course	Relative Time			Average
	Early	Middle	Late	
Course Type				
Managerial	<1	<1	<1	<1
Quantitative	<=1.5	<=1.5	<=1.25	<1.5
Technical	<=1.25	<=1.25	<=1.25	<1.25
Average	<=1.25	<=1	<=1	<=1

Rationale: Assuming that students take full-load (6 credits per subscription period), our goal is to graduate students in two to three years. If the average SPs to complete 1 credit (in each course) is 1 and students register

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for six credits in each SP, they will be completing 6 credits per SP. This will enable them to graduate in about 11 subscription periods (under three years).

- (5) Review correlation between PR percentages and the number of subscription periods to complete 1-credit. A higher percentage of PR grades is likely positively-correlated with a higher number of subscription periods to complete 1 credit.
- (6) Use the triggers outlined in (1) thru (5) in conjunction with the following indirect measures: student feedback data; ASC feedback on courses; instructional design team's feedback on courses.

As curricular revisions are made based on assessment results, faculty will complete curricular improvement forms to summarize the planned changes. The curricular improvement forms will help guide the revision process and ensure the courses meet online course standards such as Quality Matters metrics.

### 5. Yearly Plan for Gathering Assessment Results

Table 9 summarizes our plan in terms of collecting evidence for each PLC and analyzing it on a five-year cycle.

*Table 4: Yearly Plan for Assessment on a Five-Year Cycle.*

	PLC1 (Ethics)	PLC2 (Financial Tools)	PLC3 (Functional Areas)	PLC4 (IS and Research Methods)	PLC5 (Communication)	PLC6 (Global)	PLC7 (Diversity)	PLC8 (Integration)
Year	Year 1	Year 2	Every year one functional area: MKT (Year 1), HRM (Year 2), Operations (Year 3), Supply Chain (Year 4), Project Mgmt. (Year 5)	Year 1: IT applications for decisions  Year 2: Statistical, Quantitative Research Methods	Year 3	Year 4	Year 3	Year 4: Strategy Year 5: Integration

As mentioned earlier, this plan uses a five-year cycle to assess all courses in the BSBA program. The following guidelines describe which courses will be assessed when in the four-year cycle.

- (1) This schedule can be altered depending on a number of factors such as student, faculty, and ASC feedback on specific courses in terms of their content, design, applicability to workplace, difficulty level, student success rates etc. For example, if students are struggling in a PLC, as observed by faculty and ASCs, we will conduct an assessment of the PLC sooner than what is indicated in the five-year cycle.
- (2) Any courses that undergo major revisions will be evaluated in one to two years after the revisions; this is to determine whether the revisions helped close the loop (whether assessment results and revisions resulted in improvement of student learning).

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- (3) Assessment reports of individual courses will be compiled into annual assessment report for the program. These yearly assessment reports will contribute to the program review process, which will take place once every five to seven years.

## 6. References

Barbara E. Walvoord. 2004. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. Jossey-Bass Higher and Adult Education.

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