

## **Flex BSBA Program Assurance of Learning (AoL)**

### **Summary: 2016-2020**

Flex BSBA program moved to UW-Parkside in March 2019. However, there has been a strong emphasis on continuous improvement in the program since its inception in Dec. 2016. In 2019-20, three program level competencies were assessed. The following paragraphs summarize results and the planned changes to the curriculum.

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

In BSBA, ethics competencies are evaluated from multiple perspectives: legal and business perspective; HR management perspective; financial reporting perspective; perspective of recommendations based on financial information. It is observed that students are taking longer than 1 SP to complete one credit of the course especially in the quantitative courses such as accounting. 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. The following changes to the curriculum are planned in the next year: Review resources and curated content for each course covering ethics and check for relevancy; Add more video resources by instructors especially on concepts that students have difficulty with; Add a foundational course which introduces students to the program and integrates success strategies for the Flex program before students move into quantitative courses.

**PLC3: Design and evaluate operations, supply chain, marketing, human resources, management systems,**

**structures, and processes in organizations.** This competency was assessed for the MKT functional area. Students generally perform best on MKTG1 as the requirements are based on straightforward definitions which aren't difficult to illustrate through everyday examples. 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 at mastery or require a second attempt in a few cases, even when the student earns an MD overall for the competency. The marketing competencies and courses are scheduled for revisions in fall 2020. The following changes are planned: (1) Some of the content or specific assessments in Competencies MKTG 1 through 5 will be modified to place more emphasis on social media and digital marketing. (2) Post example presentations for MKTG7 and ensure a stricter grading scale for marketing plans. (3) The completion percentages for assessments MKTG1 through 5 seem fairly low. Content will be modified to engage the student to progress immediately into the next assessment after completing an assessment.

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

To demonstrate mastery of the IS competencies, students work on cases which require them to apply information system tools and techniques to business scenarios. Students 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. 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. 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. E-commerce website prototyping is another area where students struggle and take a longer time to complete (1.5 subscription periods). The following changes are planned in the next two years: 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; Provide more resources including video lectures on concepts such as requirements gathering, developing use case models, topics related to enterprise systems and security issues.

Program Changes: The program is also implementing the following changes based on quantitative findings and observations of faculty and ASCs.

(A) August 2020: 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) Achieve the following mix of courses in ILPs. Review/revise prerequisites to achieve this mix.

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

(B) Spring 2021: 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.

(C) Summer 2021: 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) August 2020: 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.

(E) Ten courses are currently scheduled for revisions in summer and fall 2020. Revisions are based on assessment results, faculty and ASC observations.