



Republic of the Philippines  
**SULTAN KUDARAT STATE UNIVERSITY**  
Isulan, Sultan Kudarat  
**College of Computer Studies**  
**S.Y. 2024 - 2025**



### UNIVERSITY VISION

A trailblazer in arts, science and technology in the region.

### UNIVERSITY MISSION

The University shall primarily provide advance instruction and professional training in science and technology, agriculture, fisheries, education and other related field of study. It shall undertake research and extension services, and provide progressive leadership in its area of specialization.

### UNIVERSITY GOAL

To produce graduates with excellence and dignity in arts, science and technology

### UNIVERSITY OBJECTIVES

- a. Enhance competency development, commitment, professionalism, unity and true spirit of service for public accountability, transparency and delivery of quality services;
- b. Provide relevant programs and professional trainings that will respond to the development needs of the region;
- c. Strengthen local and international collaborations and partnerships for borderless programs;
- d. Develop a research culture among faculty and students;
- e. Develop and promote environmentally-sound and market-driven knowledge and technologies at par with international standards;
- f. Promote research-based information and technologies for sustainable development;
- g. Enhance resource generation and mobilization to sustain financial viability of the university.

### Program Objectives and its relationship to University Goals:

PROGRAM OBJECTIVES (PO)	OBJECTIVES			
	a	b	c	d
A graduate of BS in Information Systems can:				/
a) Perform theoretical and practices skills in innovating latest technology in computing;				/
b) Design and implement business information systems;	/	/	/	/
c) Design industry-based services and technology that will promote advancement and development to the community;		/		
d) Demonstrate the code of conduct as well as social and legal aspects of Information System.	/	/	/	/

<b>1. Course Code</b>	: IS 311
<b>2. Course Title</b>	: Evaluation of Business Performance
<b>3. Prerequisite</b>	:
<b>4. Credits</b>	: 3 UNITS

### **5. Course Description:**

The course is intended to provide the student with the experience in assessing information systems and the different tools to be used in conducting system evaluation. It will discuss topics such as Data warehousing, KPI/KRA, business intelligence, balance scorecards and quality metrics.

### **6. Course Learning Outcomes and Relationships to Program Educational Objectives**

<b>Course Learning Outcomes</b>	<b>Program Objectives</b>
<b>At the end of the semester, the students can:</b>	a b c d
a. Discuss Performance evaluation consistent with quality management and continuous improvement	/ / / /
b. Discuss and shows different tools to be used in conducting system evaluation.	/ / / /
c. Develop quality metrics for assessment of customer satisfaction at all phases of the Life cycle	/ / / /
d. Provide an experience in assessing information systems in an organization	/ / / /

### **7. Course Content**

<b>Course Objectives, Topics, Time Allotment</b>	<b>Desired Student Learning Outcomes</b>	<b>Outcomes-Based Assessment (OBA) Activities</b>	<b>Evidence of Outcomes</b>	<b>Course Objectives</b>	<b>Program Outcomes</b>	<b>Values Integration</b>
<b>SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System (1 hour)</b>						
1. Discuss the VMGO of the university, classroom policies, scope of the course, course requirements and grading system	1.1 Student can be aware of and appreciate of the university's VMGO, classroom policies, course overview, requirements and grading system.	Individual participation in class discussion	Class Participation	D	D	Value of appreciation
<b>Lesson 1: Introduction in Business Performance: Strategy and Quality Assessment (9 hours)</b>						

	<p>At the end of the topic, the students can:</p> <p>1.1. discuss the purpose of evaluation of performance in business organization and why they should conduct this regularly</p> <p>1.2. explain how to evaluate a business performance for future decisions that will improve future performances</p> <p>1.3. explain and elaborate how well the business strategies working and monitor their business status</p> <p>1.4. discuss and give example of how the Business performance will affect the following factor:</p> <ul style="list-style-type: none"> <li>– Variance Analysis</li> <li>– Key Performance Indicator</li> <li>– Customer Satisfaction management</li> <li>– Employee Satisfaction</li> <li>– Functions of Warehouses</li> <li>– Deliveries</li> <li>– Accuracy</li> <li>– Efficiency</li> <li>– Safety</li> </ul>	<p>1.1. understand why it is important to conduct evaluation and the purpose of evaluation of performance in business organization and why they should conduct this regularly</p> <p>1.2. explain how to evaluate a business performance for future decisions that will improve future performances</p> <p>1.3. understand how well the business strategies working and monitor their business status</p> <p>1.4. know and tell how the Business performance will affect the following factor:</p> <ul style="list-style-type: none"> <li>– Variance Analysis</li> <li>– Key Performance Indicator</li> <li>– Customer Satisfaction management</li> <li>– Employee Satisfaction</li> <li>– Functions of Warehouses</li> <li>– Deliveries</li> <li>– Accuracy</li> <li>– Efficiency</li> </ul>	<p>Students participation in question and answer activity facilitated by teacher</p> <p>Group Dynamic</p> <p>Quizzes/ Assignments/ Individual or Group Interactive Sessions</p> <p>Picture Analysis and presentation</p>	<p>Individual score for class participation</p> <p>Rubrics</p> <p>Result of Quizzes/ Assignments/ Individual or Group Interactive Sessions/</p> <p>Rubrics for group presentation</p>	C,D	B, D	<p>Unity and Collaboration</p> <p>Value of participation</p> <p>Effectiveness</p> <p>Value of appreciation</p>
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- Quality	- Safety - Quality					
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<b>Lesson 2: Performance measurement – functional analyses (12 hours)</b>						
2.1. discuss the measuring performance: The accounting perspective	<p>At the end of the topic, the students can:</p> <p>2.1.1. Discuss the accounting measures of performance and its contribution in evaluating the business.</p> <p>2.1.2. Examine the different major functions for financial performance measures</p> <p>2.1.3. Understand the financial constraints are and how the three main areas of focus for financial plans will impact upon the finance functions.</p> <p>2.1.4. Examine how powerful tool the pyramid of ratios in reporting the financial management.</p> <p>2.2.1. Assessing the marketing performance and how it will help the business profitability.</p> <p>2.2.2. Understand the two types of marketing inputs: marketing activities and marketing assets.</p>	<p>Students participation in question and answer activity facilitated by teacher</p> <p>Quizzes/ Assignments/ Individual or Group Interactive Sessions</p> <p>Problem Analysis / Solving</p> <p>Surveying Companies uses Customers' Feedback</p>	<p>Individual score for class participation</p> <p>Result of Quizzes/ Assignments/ Individual or Group Interactive Sessions/ Result of the problem analysis / solving</p> <p>Company Feedback Form with</p>	C,D	C,D	<p>Unity and Collaboration</p> <p>Value of participation</p> <p>Effectiveness</p> <p>Perceptive</p>

	<p>2.2.3. Briefly reviews each of the recent concepts of innovations in performance measurement: market orientation, customer satisfaction, customer loyalty, and brand equity.</p> <p>2.2.4. Learn the different issues that are likely to be important in measuring marketing performance in the future.</p>		written observation		
2.3. Measuring performance: The operations perspective	<p>2.3.1. Discuss the measuring performance in operations perspective.</p> <p>2.3.2. Understand the Total Quality Management or TQL.</p> <p>2.3.3. List the Key Elements of Business Success from an Operating Perspective and discuss each elements.</p>	Team Task: Marshmallow Challenge	Reflection Paper		
2.4. Finding performance: The new discipline in management	2.4. Understand the performance as the new discipline in management				

### **Lesson 3: Gathering, & Analyzing Data for Decision Making: Data Warehousing (6 hours)**

	<p>At the end of the topic, the students can:</p> <p>3.1. Understand the basic definitions and concepts of data warehouses</p> <p>3.2. Understand data warehousing architectures</p> <p>3.3. Describe the processes used in developing and managing data warehouses</p> <p>3.4. Explain data warehousing operations</p> <p>3.5. Explain data integration and the extraction, transformation, and load (ETL) processes</p>	<p>Students participation in question and answer activity facilitated by teacher</p> <p>Group Dynamic Quizzes/ Assignments/ Individual or Group Interactive Sessions</p> <p>Systems' Illustration</p>	<p>Individual score for class participation</p> <p>Rubrics</p> <p>Result of Quizzes/ Assignments/ Individual or Group Interactive Sessions/ Rubrics</p>	B,C,D	B,C,D	Unity and Collaboration Value of participation Effectiveness Value of appreciation Resourcefulness
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#### **Lesson 4: Creating and delivering performance information (9 hours)**

<p>4.1 Present Data Marts, Data Cubes and OLAP systems.</p> <p>4.2 Presentation of Financials as a tool in evaluating a business</p>	<p>At the end of the topic, the students can:</p> <p>4.1 Students can identify systems used in facilitating faster retrieval of data</p> <p>4.2 Students can use financial statements and other financial items in delivering analysis of the business enterprise</p>	<p>Students engage in group discussion inside the class</p> <p>Students engage in class discussion on financial information of the business</p>	<p>Rubrics for activity outcomes</p> <p>Students responses to the questions and answers</p>	a , b, c, d	a, b,c,d	Appreciation of the available technologies Keenness Perseverance
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4.3 Introduction of Sales	4.3 Students can relate sales data on the analysis of the business enterprise	Students discussed sales and factors that involve in sales.	Individual or Group Interactive Sessions/			Patience Meticulous Teamwork
4.4 Introduction of Supply Chain and its effects in the business.	4.4 Students can foresee the flow of processes involving the delivery of supply	Students engage in the discussion presented by the teacher				
4.5 Introduction of CRM as an evaluating tool	4.5 Students can be able to have knowledge to deal with the customers	Students engage in group discussions with the different customers				
4.6 Uses of Vertical Solution in the business	4.6 Students can relate vertical solution in improving the market share and business	Students engage in a group activity in identifying the needs of customers and give solutions.				

#### **Lesson 5: Performance Evaluation and the Balanced Scorecard (5 hours)**

5.1. Explain why and how companies decentralize.	At the end of the topic, the students can: 5.1. Understand, identify and illustrate why and how companies decentralize.  5.1.1. Give and explain different examples.	Student's participation in question-and answer activity facilitated by the teacher.	Rubric to assess quality of participation	a , b, c , d	a, b	Perseverance Vigilance Ingenuity Cooperation Perceptive
5.2. Explain why companies use performance evaluation	5.2.1. Learn why companies use performance evaluation systems.	Students engage	Students responses to			

systems.	5.2.2. Present example of successful company because of the good performance management systems.  5.3. Describe the balanced scorecard and identify key performance indicators for each perspective.  5.4. Explain performance reports to evaluate cost, revenue, and profit centers.  5.5. Explain ROI, RI, and EVA to evaluate investment centers.	In class activity/discussions  Group Dynamics	questions and answers  Rubrics for students presentation of activity output			Teamwork  Reliability
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#### **Lesson 6: Measuring against KPIs (3 hours)**

6.1. Present Comparison Values of the different data  6.2 Discuss threshold in business activities and goals  6.3 Discuss KPI Trending and its effects in business	6.1. Students can differentiate and analyze data  6.2. Students can understand businesses and its goals  6.3. Students can identify the trends involving businesses	Students engage in class activity/discussions  Students engage in class discussion	Students class activity output  Students responses to questions Students responses to questions	a , b, c , d	a, b	Observant perceptiveness
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<b>Lesson 7: Quality metrics (3 hours)</b>							
7.1 Introduce Cross-functionally definition of Metrics  7.2 Defining relevant project-related procedures  7.3 Definition of requirements for each project phase  7.4 Bid requirements , project management requirements  7.5 Discuss Documentation	7.1. Students can differentiate metrics and their relation with other metrics  7.2. Student can have the knowledge of the procedures in implementing different projects  7.3. Students can understand project phase requirements  7.4. Students can be able to know the requirement in a bidding and its project management  7.5. Students can be able to know the process of documenting transaction and its importance	Student's participation in question-and answer activity facilitated by the teacher.  Students engage in class activity  Group Dynamic	Students responses to questions Rubrics for class outputs	a , b, c , d	a, b	Fair Orderliness Accuracy Patience  Precision	
<b>Topic 7: Final Project and Presentation on Evaluation of Business Performance (3 hours)</b>							
Description of the Project: <b>Documentation of the Evaluation conducted in Business or in an Organization.</b> Students will have a group project that they will conduct an evaluation of business performance through using different techniques, tools and gain knowledge from the class. They will develop their own balance scorecard to do the project. Presentation of	Students can experience the actual application on how to conduct an evaluation of the business performance through using different techniques, tools and gain knowledge from the class. They can also learn on how to develop their own balance scorecard to do the project.	Group Project on evaluation of the business performance t through survey, documentation and presentation of outputs	Rubrics for the Project Presentation	a , b, c , d	a, b, c, d	Resourcefulness Patience Collaboration	

the project per group will be allotted 10 minutes + 10minutes Q&A.						
<b>Lectures (51 hours)</b>						
<b>Examination (3 hours)</b>						
<b>Total Number of Contact Hours: 54hours</b>						

## 8. Course Evaluation

Course Requirements:

- Compilation of the Individual or group interactive session
- Completion of the project

Grading System:	MIDTERM	FINAL TERM
	Exam - 50%	Exam - 50%
	Quizzes/ Module Activities - 40%	Quizzes/ Module Activities - 40%
	Class participation - 10%	Class participation - 10%

MTG+FTG/2=FG

Schedule of Examination:

Midterm exam:  
Final Exam :  
Class End :

**References:**

### Text books

- Andy Neely, Business Performance Measurement, Theory and Practices, Cambridge University Press 2004, ISBN 0-511-04157-8  
 Business Evaluation Guide, cpaaustralia.com.au , may 2011
- Elaine D. Pulakos, Performance Management: A New Approach for Driving Business Results, First Edition, 2009, ISBN 978-1-4051-7762-7
- Horngren | Harison | Oliver, Financial and Managerial Accounting, 3<sup>rd</sup> Edition, Copyright © Pearson Education, Inc.
- J. Mike Jacka and Paulette J. Keller, Business Process Mapping: Improving Customer Satisfaction, Second Edition, Copyright © 2009, Canada, ISBN 978-0-470-44458-0

Joe Zhu, Quantitative Model for Performance : Evaluation and Benchmarking, Data Analysis with Spreadsheets, 3rd Edition.  
Luis R. Gomez-Mejia, and David B. Balkin, Management: People / Performance / Change, Copyright © 2012. Pearson Education, Inc., ISBN 13: 978-0-13-217640-8  
Philip Smith, Business Performance Management – approaches and tensions, Copyright © ICAEW 2015, ISBN: 978-1-78363-181-0  
Robert M. Grant and Kate Grant, Contemporary Strategy Analysis: Concepts, Techniques, Applications, 5th edition, Blackwell, 2004  
Robert s. Kaplan , Mastering the Measurement, Harvard Business Review , Sept – Oct. , 1993

### **Supplemental**

How to do Business Performance Evaluation , <http://www.crewsharp.com>  
Bert Markgraf, Demand Media [smallbusiness.chron.com](http://smallbusiness.chron.com)  
Brian Hill, Demand Media, Performance Appraisal, [www.lightweigth-360.com](http://www.lightweigth-360.com)  
William J burns, Performance Measurement, Evaluation and Incentives, [islandpressamazon.com](http://islandpressamazon.com)  
Business Intelligence Made Simple from [www.entelsofsol.llc](http://www.entelsofsol.llc)  
APTECH KRA Process Note, [www.aptech-worldwide.com](http://www.aptech-worldwide.com) PDF

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