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ACADEMIC PROGRAM REVIEW

INTERIM PROGRESS REPORT FORM

This form is composed of three parts: the Program Section, the Dean Section, and the Provost Section. Guidance for submission is provided in each section.

Using the Form: The form is pre-loaded with information specific to each program and posted on the Program Review website. The program should download and save their form to begin using it. The form is locked, so instructions are viewable and the only sections of the document that can be edited are the form fields.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any links, including to webpages or other documents. To be FERPA compliant, do not include the names of any current or former students. Rather, use statements such as, "In AY21 four program graduates were accepted to graduate programs in the field." Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Assistance: For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

Submission Date: 3/1/2021

Name and title of person(s) submitting the report: Chad Briggs, Director of Graduate Studies, CBPP

Program(s) in the report: MBA General Management

Specialized Accrediting Agency (if applicable): Association to Advance Collegiate Schools of Business – International (AACSB)

Campuses where program is delivered: ☑ **Anchorage** ☐ **KOD** ☐ **KPC** ☐ **MSC** ☐ **PWSC**

Year of last review: AY2020

Final decision from last review: Revision

PROGRAM SECTION

After completing the Program Section, the program should email this form to the dean, and copy uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

For each current recommendation listed below, provide a timeline for addressing the recommendation, an indication of how you will know when the recommendation has been successfully achieved, a brief

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description of actions taken to date, and any evidence that the actions have been successful. Programs can access current data on the IR-Reports Program Review site.

Recommendation 1: *Decrease the average number of semesters to degree to five and only offer the thirty-credit degree by removing the emphasis areas. The revision should be completed in AY21 for implementation in fall 2021.*

Timeline *(2000 characters or less)*

February 2020: MBA faculty and chairs recommended keeping degree emphases (please refer to original expedited review report and appendices).

February 2020: MPP degree approved by UA BOR.

April 2020: Chancellor Sandeen established an ad-hoc 'tiger team' for retooling of programs. As part of the discussion over fast-track graduate degrees, a proposal was made to create two graduate certificates in CBPP, one in Executive Leadership and one in Business Analytics and Artificial Intelligence (BA/AI). The idea was to increase enrollment in graduate courses by offering a 4-course certificate in areas of demand in the Alaska business community, and would be designed in a way that would allow students to use the 12 credits toward an MBA should they later decide to commit to a full master's degree.

October 2020: Graduate certificate proposals pass CBPP curriculum process.

January 2021: Graduate certificate proposals pass GAB.

February 2021: Students begin applying for certificates, and in video discussions new students did ask about the pathway from the certificate to an MBA.

How will you know the recommendation has been successfully achieved? Include description of data or metrics used and method used to determine success. *(2000 characters or less)*

The purpose of the recommendation to delete emphasis areas was made over concerns that students were delayed in graduating, and the college was having to teach too many courses with too few students enrolled. Two major developments occurred that address this concern in 3 or the 4 emphasis areas of the MBA. In Business Intelligence and Analytics and Leadership emphases, the new graduate certificates should add enrollment from students in those programs, and course mapping is now changing to ensure that courses will be available in those areas each semester. The emphasis area in Public Sector and Non-Profit Management is supported by the existing MPA and new MPP program, and further facilitated by one director now existing for all programs (previously, the college had separate directors for the programs).

Deletion of these three emphasis areas from the MBA at this time would adversely affect enrollment and success of the graduate certificates and the MPP.

Actions taken to date and evidence of success to date. *(2000 characters or less)*

MBA enrollment in PADM or MPP-related courses has increased in 2020. PADM A606 had 25% MBA enrollment, BA A490A in summer 2020 was equally divided between BBA, MBA, and MPA students,

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and more courses are planned to increase the overlap between the two areas of CBPP.

Deletion of the Health Administration emphasis was discussed with the Dean of the Graduate School. Deletion of a health emphasis during a pandemic was judged to be unwise, and any effort should be a reinvestment of resources into the School of Health, and also coordinated with changes to the MPA and other campus programs. It should also be noted that ISER has been in the process of hiring a health economist, and this may also affect resources available to CBPP and UAA in this area. A reassessment of health administration needs for Alaska should be made during 2021, and any actions on health-related education should not be made unilaterally by the college.

Future actions to take, if applicable. *(2000 characters or less)*

Will continue to assess Leadership and Analytics emphaiss areas vis-à-vis graduate certificate enrollment, and Public Sector emphasis in relation to the MPA/MPP. The Health emphasis can be re-assessed after the pandemic, in cooperation with the College of Health. Enrollment in emphasis areas compared to the 30-credit MBA will also be tracked, as stated in the expedited program review faculty response in 2020.

Recommendation 2: ***Determine the overall delivery of the MBA program (hybrid or face-to-face) and market the program as such. It is unclear if the 2 week on/off format is appropriate to attract students or if other delivery options would be more appealing to students (e.g. executive, flipped).***

Timeline *(2000 characters or less)*

This recommendation was made at the same time that the pandemic shut down campus and moved course delivery online. Graduate courses are planned to be moved back to face-to-face in a graduated fashion beginning August 2021, taking into account social distancing and classroom size/capacity. This affects discussions over delivery as CBPP plans for some sense of 'normalcy' by spring 2022, as student expectations, technology, and time patterns have shifted considerably during the past 12 months.

How will you know the recommendation has been successfully achieved? Include description of data or metrics used and method used to determine success. *(2000 characters or less)*

The program will measure according to student satisfaction surveys and focus groups, with the understanding that course delivery has been entirely upended in the previous year. We therefore do not expect any definitive answer on 'appropriateness' until at least spring 2022. current discussions with current and prospective students are divided on the best course of action, with frequent comments that we do not know what safety and risk factors will look like by fall 2021, and people's jobs, family lives, and related concerns are also in flux.

Actions taken to date and evidence of success to date. *(2000 characters or less)*

Students and faculty have been informally surveyed since fall 2019 on the workability of hybrid, online, and mixed formats. Certain courses such as ECON A625 and BA A636, have had both faculty and students reporting that a two-week on/off model does not work well for the course, due to the

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intensive quantitative modelling that requires frequent faculty interaction. At the same time, our graduate courses for the MBA, MPA, and MPP have expanded to where face-to-face or synchronous delivery may conflict with one another. In fall 2020 PADM A606 (which included 25% MBA students) experimented with half synchronous delivery and half asynchronous, and this model has been extended to more courses in spring 2021 and fall 2021. Success of the new formats must be evaluated according both to stuednt and faculty satisfaction, and attainment of learning objectives.

Future actions to take, if applicable. *(2000 characters or less)*

We plan to formally survery students and faculty by late spring 2021 to determine expectations and needs for courses, and will incorporate this into course planning for spring 2021, including new time slots for graduate courses that synchronize MBA courses with MPA and MPP (as we have increasing overlap with student enrollment). Redesigning the timetables should also decrease course conflicts in scheduling. Focus groups of students may also indicate shifts in expectations for availability of online versus face-to-face, equity issues concerning bandwidth and adherence to ADA policies, and online delivery will also need to be coordinated with other UA schools and community colleges. Course delivery may also have to take into account any changes in accreditation standards, expectations, or conflict with/concerning AACSB.

Recommendation 3: ***Develop a 2-year course rotation for better student planning. Increase course caps to 30 students/course to support increased efficiency and return on investment.***

Timeline *(2000 characters or less)*

Fall 2020- enrollment caps moved up to 27 for selected courses, priority given to finding lower enrollment equivalent courses.

Spring 2021- no courses required expansion of enrollment caps at the 600 level.

Fall 2021- commencement of new graduate certificates should help clarify schedules for the two most popular emphasis areas (analytics and leadership).

How will you know the recommendation has been successfully achieved? Include description of data or metrics used and method used to determine success. *(2000 characters or less)*

Time to graduation is measured according to graduate study plans and their ability to be mapped accurately in advance. During 2020-2021, graduate students in CBPP (most of whom work full time) often had to shift study plans or take leaves of absence in response to the pandemic (e.g. looking after children and parents, significant changes to work commitments), meaning that student time to graduation has been in flux. CBPP has signficantly decreased obstacles to MBA graduation plans, and while a number of students are still impacted, and while shifting faculty resources provide challenges to predictability, a stable course schedule is evolving for the MBA, in coordination with the graduate certificates, MS in Global Supply Chain Management, and MPA/MPP.

Currently, a student enrolling in the MBA can easily graduate in 2 years, provided that they already have necessary prerequisites and quantitative skills. Most delays and out-of-sequence GSPs are related to the need for new students to take additional undergraduate courses before enrolling in

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foundation courses in the MBA. Time-to-graduation is therefore not equal among all students enrolled in the MBA, even accounting for differences in full-time and part-time status, and adhering to standards precludes waiving of requirements.

Actions taken to date and evidence of success to date. *(2000 characters or less)*

Fall 2020 course enrollment caps were increased above 25, such as BA A610, ECON A625, and BA A632, all required courses and where students had experienced bottlenecks before. Caps can be increased to 30 by 2021, where necessary, but a priority has been placed on distributing students across courses, either by changing graduate study plans (GSPs) and/or finding substitutes for courses, where appropriate in lower enrolled courses in the college. Considering that CBPP was under review for accreditation by AACSB in 2020, and remains under continued review, establishing a predictable course cycle and not having course enrollment overloads was considered the best strategy and not raising questions over instructional quality in the MBA.

Establishment of the graduate certificates in Executive Leadership and AI/Business Analytics (see above) helps establish a more predictable course map for course areas most in demand. With these certificates starting in 2021, the college should be able to provide key courses that had been delaying graduation, and have them available during fall, spring, and often summer semesters.

Future actions to take, if applicable. *(2000 characters or less)*

Predictable course mapping will continue to improve, according to faculty resources and available at CBPP. Enrollment will be closely monitored, and GSPs written according to student pacing.

DEAN SECTION

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

For each recommendation, comment on the progress to date and provide commendations and guidance as appropriate. *(2000 characters or less for each recommendation)*

Recommendation 1: **Decrease the average number of semesters to degree to five and only offer the thirty-credit degree by removing the emphasis areas. The revision should be completed in AY21 for implementation in fall 2021.**

The emphasis areas are optional for MBA students. If time is of the essence, students can graduate with the General MBA degree. The emphasis area courses are now supported by multiple programs that make them more efficient. For example, since this EPR recommendation, UAA has approved two graduate Certificates in the MBA emphasis areas (Leadership and Business Analytics and AI). The Public Sector emphasis area is supported by the MPA and the new MPP programs. The Global Supply Chain Management emphasis is supported by the MSCSCM program. These supporting programs are within the CBPP. The Health Administration emphasis courses are taught in the College of Health and are part of their Master of Public Health. I support the MBA program pursuing the emphasis areas moving forward while assessing the time and cost efficiency given the new

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programs supporting them.

Recommendation 2: *Determine the overall delivery of the MBA program (hybrid or face-to-face) and market the program as such. It is unclear if the 2 week on/off format is appropriate to attract students or if other delivery options would be more appealing to students (e.g. executive, flipped).*

The MBA program does need to settle on a consistent delivery method that works for the students. However, the shift to remote learning during the pandemic has delayed a proper analysis of what the students want. Given that the courses are still being taught remotely, it will likely take two years before a proper delivery assessment can be completed.

Recommendation 3: *Develop a 2-year course rotation for better student planning. Increase course caps to 30 students/course to support increased efficiency and return on investment.*

The course rotation schedule is being developed and coordinated with the supporting programs. Course caps have increased. However, class capacity limits due to the pandemic may temporarily impact this progress for Fall 2021.

Dean's overall recommendation to the provost: Follow-up Program Review in AY24.

If recommending Suspension with Follow-up Program Review, that review will need to be in AY2022 or AY2023. Please indicate which year: Select Academic Year.

Dean's signature: _____ **Date:** 3/18/2021

PROVOST SECTION

After completion and signature, the Provost will email the final decision to the program and dean, with a copy to uaa.oaa@alaska.edu for posting. If the program is delivered on a community campus, copy the appropriate community campus director(s) as well.

Provost's commendations, additional or adjusted recommendations, if any, and other general comments *(3000 characters or less)***:**

The program made progress on the recommendations. Moving forward, I especially encourage the continued focus on the success of the program's students.

Recommendation 1) The program has taken initial steps to ensure a decrease in the average number of semesters to degree, while maintaining, rather than removing, current emphasis areas.

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Recommendation 2) The program has begun an assessment of program delivery.

Recommendation 3) The program is developing a course rotation plan along with increased course caps.

Decision: The program may maintain all emphasis areas for now, while continuing to address the concerns raised in the Expedited Program Review process and following up on the commitments made in the Interim Progress Report. Follow-up Program Review in AY23.

Final decision: Agree with the dean's overall recommendation with the additional guidance and adjustments as per the above comments.

Provost's signature: DocuSigned by: Denise Runge AE7EE55F615543D...
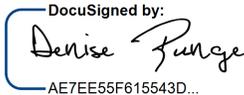
Date: July 12, 2021