

ACADEMIC PROGRAM REVIEW FORM

All academic programs and units at UAA are required by Board of Regents Policy P10.06.010 to engage in program review on a seven-year cycle. University Regulation R10.06.010 sets out the minimum requirements for program review, including centrality of program mission, quality, demand, program productivity, effectiveness, and efficiency. Exceptional reviews may be conducted, per University Policy and Regulation, and with the provost's approval. The UAA process integrates information about student learning outcomes assessment and the improvement of student learning, as well as progress on student success measures and the closing of equity gaps, aligning program efforts and resources with institutional priorities. Final decisions include commendations and recommendations, which guide future program efforts. The results of cyclical Academic Program Review are reported to the UA Board of Regents annually and are published on the UAA [Academic Program Review website](#).

This form is composed of four parts: the Program Section, the Dean Section, the Program Optional Response 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 [Academic 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 boxes, text only, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. To undo an answer, press "Control-Z" or "Command-Z."

Responses are to be narrative text only, and must be ADA and FERPA compliant. Do not embed any tables or 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 may be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

Data: Each program is provided a datasheet, along with this pre-loaded form. For questions about the data, please contact Institutional Research (uaa.oir@alaska.edu).

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

Program(s) in the review: AAS General Business

Specialized Accrediting Agency (if applicable): N/A

Campuses where the program is delivered: Anchorage KOD KPC MSC PWSC

Year of last review: AY2020

Final decision from last review: Continued Review

PROGRAM SECTION (Due on March 1)

The program review committee chair and committee members are assigned by the dean. All program faculty should be included in the review process, including faculty on the community campuses. After completing the Program Section below, the program review committee chair will sign, date, and email this form to the dean, copying all committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program review committee chair's signature and date lines are at the end of the Program Section.

Program Review Committee:

Kathrynn Hollis-Buchanan, Associate Professor, Business (KOD), Chair

Deidre Berberich, Associate Professor, Accounting (MSC)

Thomas Dalrymple, Associate Professor, Accounting (KPC)

Mohammed Alyami, Term Assistant Professor, Information Systems and Decision Sciences (ANC)

1. Demonstrate that the program has responded to previous recommendations.

Recommendation 1: Coordinate class offerings and mode of delivery across campuses to optimize enrollment management.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

Through collaboration between faculty on extended campuses of delivery mode and course schedules, the number of simultaneous course offerings is minimal. Faculty involved in this program have been discussing the possibility of maintaining standard best practices as it relates to course enrollment capacities, but there are many additional personnel that need to be involved in this process as we continue to work towards standardization of course enrollment caps.

Actions taken to date (2000 characters or less)

Our continued plan is to offer F2F classes in alternating years and based upon the offerings at Anchorage, KPC and Matsu campuses. In semesters that classes are not offered F2F, they will be offered online so that students have the opportunity to continually progress in their program. This is especially important in a 60-credit program. This takes much coordination and results in no additional cost of faculty/resources.

Evidence of success to date (2000 characters or less)

The AAS General Business program assessment data in recent years have indicated students have approached the stated 80% success, with an average of 78% meeting the stated goal. This is a newly developed goal, and this is our first review period evaluating data based on this goal. With improved advising, coordination continues to occur through extended campus faculty to

share in meeting strategies to identify and assure that individual students with alternative learning needs are met. This is an important approach towards the improvement of student success that results in continued enrollment and matriculation to higher levels of education and encourages UAA students to continue to pursue a higher level UAA education, which is not always feasible with high course enrollment allowances.

Recommendation 2: Work across campuses to develop and implement a coordinated schedule to provide a more efficient pathway for student success. This should include coordination of course caps, mode of delivery and schedule of courses, especially because the campuses offering the programs are geographically close.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

We have been able to share information during the course scheduling process. Faculty collaboratively discuss assessment, high impact practices and the improvement of student outcomes. Strategic advising also assists with students who might have alternative learning needs. We are coordinating our schedule among campuses, which we have done for years.

Actions taken to date (2000 characters or less)

Published and shared three-year calendars.

Evidence of success to date (2000 characters or less)

See Evidence of success in Recommendation #1.

Recommendation 3: Improve measures of efficiency for both campus programs through this coordination. Current measures indicate that the program revenue does not cover the instructional costs for both campuses.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

The flexibility of AAS General Business graduates to work in any aspect of business puts graduates throughout Alaskan communities with positive marketing results for UAA.

Alternative teaching methods and minimum enrollment requirements assist with the coverage of instructional costs, and standardized course enrollment caps can improve efficiency. Overall efficiency and student success rates for the AAS General Program have consistently approached our stated goal of 80% success for the past several assessment periods, while maintaining rigor and accountability, with an average of 78% of students in assessed courses during this period, meeting this goal.

Actions taken to date (2000 characters or less)

We are focused on increasing enrollments to increase revenue. The creation of additional programs that will offer additional steps towards a four-year degree with UAA, such as the OECs in Bookkeeping, Business Leadership and Entrepreneurship, which are all supported by the

needs assessment findings throughout Alaska and its community business partners and will further prepare and encourage students to pursue higher levels of education with UAA.

We continue to participate in events at local high schools, including middle college programs in many communities, Junior Achievement events, USCG recruiting events, and community training offerings. Faculty involved in local community service work are marketing our services to businesses throughout Alaska. UAA hires many of our graduates. All of these activities have had a positive impact on our continued enrollment figures and resulting revenue.

As moving costs continue to escalate, having local options becomes more and more crucial to the institutional goals of putting students first. In addition, we plan to start marketing to businesses. Local businesses call and post positions with all campuses because they trust that we have fostered successful and well-trained individuals.

Evidence of success to date (2000 characters or less)

While overall FTE and SCH figures have declined during this review period, largely due to COVID related changes, military funding requirements and increasingly strict financial aid eligibility requirements, success rates of those students who have maintained enrollment status have continued to be successful. Faculty have been flexible and moved quickly to be able to offer students courses that meet their changing needs.

Recommendation 4: Explore whether the program should remain in the College of Business and Public Policy or transfer to the Community and Technical College.

How do you know the recommendation has been successfully achieved? (2000 characters or less)

The AAS prepares students for a BBA degree and a focus on technical, short-term training is likely to dissuade AAS General Business students to consider advancing, which is our ultimate goal - to assist students towards higher educational opportunities at UAA. While the possibility of moving to the Community and Technical College (CTC) structure would be acceptable to involved faculty, we consider the possibility that there would need to be a much stronger encouragement of students to “change” to the “traditional” university structure and may result in decreased movement of AAS graduates to higher level educational opportunities at UAA.

Collaboration with CBPP would be more difficult and not encouraged, while our program feeds directly into several CBPP program offerings.

The obvious connection between the AAS and higher level degrees at UAA supports the institutional aspiration of being supportive of Alaskan communities, as ongoing community needs assessments indicate, year after year, that our business partners are interested in the ability for students to pursue a short term employability option while continuing to grow in a way that allows for employee loyalty and the ability to maintain their Alaskan roots. This is particularly important at the extended campuses, where Alaskan Native students often begin. Knowing that UAA is an ongoing option for them can solve the problem of our children leaving the state and can help to maintain local talent who love the state in which they reside.

While the AAS General Business degree can stand alone and prepares graduates for fairly lucrative positions within our communities, research indicates that graduates with a BBA can earn much more. Student success at the AAS level encourages students to move forward to higher learning pursuit, and further collaboration between all faculty involved in the AAS General Business program can continue to support this movement to maintain incoming revenue streams.

Actions taken to date (2000 characters or less)

This was more of an inquiry into the faculty perspectives rather than a recommendation, but we have addressed the considerations here.

Evidence of success to date (2000 characters or less)

N/A

2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. (2500 characters or less)

- The mission of the university is to transform lives and serve students, the state, and our community. The mission of CBPP is to prepare students for leadership and to help communities meet their challenges. Institutional goals include:
 - Putting students first,
 - Embracing diversity and inclusion,
 - Being a community partner,
 - Impacting students and our communities through innovation,
 - Excellence through continuous improvement.
- General business skills are essential in all businesses; anywhere an Alaskan plans to work, be it in the native business sector as specialized technicians, non-profit sector, for-profit sector, religious organization sector or educational sector as educators and administrative support staff, as we all work for businesses that are in need of the skills taught in our program.
- UAA offers local and extended campuses that can reach all inhabitants of Alaska and be flexible in their means of instructional methodology and pedagogy. Keeping our own here and maintaining the cultural uniqueness that exists in Alaska all relate to UAA's mission.
- By offering AAS degrees, OEC certifications, and strategically moving students through towards a BBA degree, we transform the lives of our students (institutional aspiration #1) and support our local communities (institutional aspiration #3).

3. Demonstrate program quality and improvement through assessment and other indicators.

a. Program Student Learning Outcomes Assessment and Improvement Process and Actions

i. AAS General Business

- *Use critical thinking skills to solve problems and make decisions based on accepted business principles; Explain the concepts of ethics, social responsibility, and the terms under which ethical rights and duties exist between organizations and society; Discuss socially diverse and cultural differences and how global opportunities and challenges influence the decision-making process; Explain human social relations and the implications related to the ability to effectively communicate in ethnically diverse contexts; Discuss the process of achieving organizational objectives through people and other resources; Apply the introductory concepts, fundamental theories, and essential practices in accounting, economics, marketing, and management; Demonstrate a solid foundation in management, teamwork, and leadership skills.*

Describe your key findings for these outcomes. (3000 characters or less)

Throughout this review period, students have approached the set goals of success at 80%. This goal was recently instituted during this review period and as our average is 78%, we are satisfied that we are moving in the right direction. Further assessment in the next year will give us a better indication of this expectation.

Describe actions taken to improve student learning for these outcomes. (3000 characters or less)

It is our belief that many of the challenges in meeting these goals include student mathematics requirements and a lack of understanding of the differences between the AAS in General Business and the AAS in Small Business Management. In effect, these program learning objectives were merged and result in better student focus and the building of course knowledge. In limiting elective options, students are taking more focused business courses that result in additional success in the core business courses required.

These changes to the AAS General Business Program resulted from collaborative discussions, among all campuses represented in this report, surrounding student success, advising challenges, and community needs assessment, including additional guidance for student mathematics requirements, limited elective options and the inclusion of additional entrepreneurial training, as we made the decision to discontinue the Small Business Management program and to help students focus on the more general business skills requested by our community business partners.

We have also collaborated to assist each other in the consistency of assessment through shared validated templates, project work and service-learning activities. We've focused on hands-on, interactive learning and include projects in our classes that simulate real world business experiences to keep students engaged and to improve critical thinking skills. We also take the time to mentor our adjuncts to ensure they are prepared to help students find success, including the creation of standardized, Quality Matters-certified course development.

Part of assuring that our courses are Quality Matters quality courses includes the implementation of the Transparency in Learning and Teaching (TILT) process, which incorporates the clarification of purpose, tasks, and criteria of assignments as well as sharing examples when possible and appropriate. According to *Transparent Design in Higher Education Teaching and Leadership: A Guide to Implementing the Transparency Framework Institution-Wide to Improve Learning and Retention* by Mary-Ann Winkelmes, Allison Boye, Suzanne Tapp, Peter Felton, and Ashley Finley, students who receive transparent instruction experience increased confidence, belonging, and metacognitive awareness of skills development. Confidence plays an important part in and correlates to an increase in educational persistence and higher success rates. In addition, the benefits of transparent (or TILTed) teaching are indicated to be more durable and robust for underserved students, such as first generation, low income, and underrepresented students, which characterizes many of our UAA students, and helps to bridge equity gaps.

Describe evidence that these actions are working. (3000 characters or less)

Completion of project work and retention rates are improving, and we are seeing a higher level of dedication to student goal setting. We have reliable evidence, directly from student feedback, that these changes are effective in improving their learning because they better understand expectations in the beginning.

- b. Demonstrate program quality and improvement through other means, for example, maintaining specialized accreditation, using guidance from advisory boards/councils, responding to community partners and local needs, maintaining currency of the curriculum, implementing innovative program design, intentionally integrating high-impact teaching and learning practices into the program, and meeting indications of quality in distance education, such as C-RAC Standards. (3000 characters or less)**

Our faculty are highly trained. With a wide variety of real-world experience and education, we are able to gain student respect and loyalty, as is indicated by satisfaction surveys from business partnerships throughout the community, and graduate success in their respective fields of study. These partners offering feedback include members of our local advisory council, business owners throughout the community and the organizations to which we offer service hours by participating faculty. Our faculty attend teaching conferences regularly, meet to discuss and coordinate curriculum across campuses and are requested regularly to speak at national conferences.

4. Demonstrate student success and the closing of equity gaps.

- a. Analyze and respond to the disaggregated data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to close any equity gaps. The Student Success program review metrics are Junior Graduation Rate, Associate Graduation Rate, Semesters to Degree – Graduate Programs, and Course Pass Rates by Course Level. (3000 characters or less)**

Full Time Equivalent (FTE) and Student Credit Hours (SCH) are included on our data sheet.

- b. Provide evidence of the overall success of students in the program, e.g., the percent of students who pass licensure examinations, the percent of students who go on to graduate school, the percent in post-graduation employment in the field or a related field. (3000 characters or less)**

The AAS General Business program is successful in getting students gainfully employed and is encouraging them to further their educational opportunities with UAA. Additional offerings, such as the OEC in Bookkeeping, will further provide milestones towards a BBA.

While there are no licensing requirements in the program, the majority of our graduates are gainfully employed; many at UAA.

5. Demonstrate demand for the program.

- a. Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Demand program review metrics are Ratio of Out-of-Discipline Credit Hours to Total Credit Hours, Number of Program Graduates Who Continue Education, Number of Program Graduates Who Return to UAA to Pursue an Additional Program, and Gap between Job Openings and Degree Completions. (Note: Gap between Job Openings and Degree Completions not required for AY22 Program Reviews.) (3000 characters or less)**

According to the State of Alaska Department of Labor and Workforce Development Research and Analysis Statistics, Bookkeeping, Accounting, and Auditing Clerks (43-3031) positions are expected to grow more than 5% between 2018 and 2028. They predict average annual openings of almost 600 positions, which is far more than we are graduating annually right now.

Universities.com describes UAA as follows: “offers 22 Business degree programs. It's a large, public, four-year university in a large city. In 2019, 324 Business students graduated with students earning 220 Bachelor's degrees, 65 associate degrees, 28 Master's degrees, and 11 Certificates.” This is impressive data and indicates a dedication to the state of Alaska and its residents.

While the research is aged, it has not improved much and indicates that only 3 of each 50 Alaska school freshmen will graduate from college within 10 years following their ninth-grade year in high school. Alaska is considered to be one of the “leakiest” states for loss of student progress in education. UAA is the solution to this problem. UAA extended campuses are fighting hard to change this trend, through local service work and middle college activities located in and outside of the high schools around the state, and for that reason, milestone acknowledgements of student success must be institutionalized and valued. OEC certificates, associate degrees and even bachelor's degrees meet this objective.

6. Demonstrate program productivity and efficiency.

Analyze and respond to the data in the data sheet for your program. Provide clarifications or explanations for any positive or negative trends indicated by the data, and discuss what you are doing to improve. The Productivity and Efficiency program review metrics are Five Year Degree

and/or Certificate Awards Trend, Student Credit Hours per Full-Time Equivalent Faculty, and Full-Time Equivalent Student per Full-Time Equivalent Faculty. (3000 characters or less)

The AAS General Business SCH/FTEF, over the past 5 years as reported on our data sheet and shown below, has seen an upward trend until 2020, likely resulting from the COVID pandemic. Even with that being considered, we have seen a 6% decline in SCH from five years ago (628.85) and 16% from our high (over the five-year period) of 704.01.

SCH/FTEF for 2017 was 628.85

SCH/FTEF for 2018 was 661.04

SCH/FTEF for 2019 was 704.01

SCH/FTEF for 2020 was 624.55

SCH/FTEF for 2021 was 591.09

FTES/FTEF for 2017 was 26.65

FTES/FTEF for 2018 was 28.03

FTES/FTEF for 2019 was 29.83

FTES/FTEF for 2020 was 26.51

FTES/FTEF for 2021 was 25.06

These figures are consistent with the AAS Accounting program changes.

Optional: Discuss the extent to which, if any, extramural funding supports students, equipment, and faculty in the program. (2500 characters or less)

N/A

- 7. Assess program distinctiveness, as well as any duplication resulting from the existence of a similar program or programs elsewhere in the University of Alaska System. Is duplication justified, and, if so, why? How are you coordinating with UAA's community campuses and the other universities in the system? (2000 characters or less)**

UAS has a similar degree, though it is titled AAS Business Administration. There are several differences between our programs. First, our AAS is housed in the College of Business instead of the Career and Technical College, which allows faculty to coordinate curriculum more easily and allows students to understand the pathway more easily. This is easy to see considering that almost 80% of our students continue their education at UAA after completing their AAS degree.

In addition, the UAA AAS General Business includes more rigorous mathematics requirements and small business and entrepreneurship training, where the UAS program focuses more on the operations and communications needs of a larger, existing business.

8. Assess the strengths of your program and propose one or two action steps to address areas that need improvement. (3500 characters or less)

Our program is well-established and well-coordinated among campuses. There is an incredible need for this degree program in the community and employers are willing to pay for it. Continuation of the AAS General Business helps UAA to meet several of its institutional aspirations as well as meeting its mission statement:

“The University of Alaska Anchorage (UAA) transforms lives through teaching, research, community engagement and creative expression in a diverse and inclusive environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral lands of the Dena’ina, Ahtna Dene, Alutiiq/Sugpiaq, Chugachmiut, and Eyak peoples.”

1. Additional OEC offerings should be considered, per community needs assessments.
2. Continued collaboration with local high schools through middle college and dual enrollment programs let high school students know that there are options for them, helping them to develop a relationship with their local UAA campuses.

After completing the Program Section above, the program review committee chair should sign, date, and email this form to the dean, copying the committee members. If the program is fully delivered on a community campus, copy the appropriate community campus director(s).

Committee chair’s signature: Kathryn Hollis-Buchanan

Date: 3/8/2022

END OF PROGRAM SECTION

DEAN SECTION (Due on April 1)

If the program is fully delivered on one or more community campus, the dean should consult with the director(s) of the campus. After completing the Dean Section below and signing it, the dean should email this form to the committee, and to uaa.oaa@alaska.edu. If the program is delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section of this form.

Evaluation of Progress on Previous Recommendations

For each recommendation from the last program review, indicate if the recommendation has been met or has not been met and provide commendations and guidance as appropriate. (2000 characters or less for each recommendation)

Recommendation 1: Coordinate class offerings and mode of delivery across campuses to optimize enrollment management. Recommendation has been met.

I commend the community campuses for coordinating schedules to minimize sections and optimize resources. Be sure to coordinate AAS courses within the online management BBA, which will increase efficiency between the Anchorage campus and the community campuses.

Recommendation 2: Work across campuses to develop and implement a coordinated schedule to provide a more efficient pathway for student success. This should include coordination of course caps, mode of delivery and schedule of courses, especially because the campuses offering the programs are geographically close. Recommendation has been met.

Section location and modality are being coordinated so that F2F sections are being offered on campuses and online sections do not compete for students. While each campus keeps a formal or informal schedule of planned future courses, it would likely be worthwhile to coordinate these planned courses across campuses. There is an initiative underway to create a 4 to 5 year plan.

Recommendation 3: Improve measures of efficiency for both campus programs through this coordination. Current measures indicate that the program revenue does not cover the instructional costs for both campuses. Recommendation has been met.

The efficiency measures were holding consistent until the pandemic years. However, the program is marketing to high school students through various programs. In addition, the entire enrollment funnel has recently changed. There is new business related OECs available that can stack into the AAS degree. As stated above, the AAS degree can stack to BBA in Management's online option. The combination of all these programs has the potential to increase overall efficiency.

Recommendation 4: Explore whether the program should remain in the College of Business and Public Policy or transfer to the Community and Technical College. Recommendation has been met.

The original premise of this recommendation is no longer true. CBPP now offers 2 AAS programs and 4 OECs. Also, CTC does not have business faculty. CBPP did discuss the possibility of a transfer with CTC. The view of CTC was that hiring qualified faculty to CTC would be a challenge and costly. Business faculty are expensive. UAA cannot afford to have business faculty in two colleges.

Provide your analysis of #2-8 below, based on the data provided and the program's responses above.

1. Centrality of the program. (1750 characters or less)

Business and leadership skills are central to the university's workforce development mission. Alaska needs these workforce skills at all levels of business. Thus, the AAS degree is plays an important position in the sequence of OEC, AAS, and BBA programs.

2. Program Quality and Improvement (1750 characters or less)

The evidence shows that instructors are implementing assurance of learning at the course level to ensure that students are successful with the learning objects. In addition, program directors appear to be implementing assurance of learning at the program level in the coordination of the AAS in

General Business and the AAS in Small Business Management. However, it appears that not all SLOs are being assessed during the review period.

3. Student Success and the Closing of Equity Gaps (1750 characters or less)

I have no additional data to add to the program response.

4. Demand (1750 characters or less)

The program appears to be organically growing. The response leans on the AAS in Accounting data, which is aligned with the AAS in Gen Bus. The committee should gather data on the Gen Bus program itself to better understand the sources of its growth.

5. Productivity and Efficiency (1750 characters or less)

An initiative for the college is to create a series of stackable programs from OEC through BBA that share courses. This should increase the efficiency of all programs over time. The AAS Gen Bus program is well positioned to benefit from this initiative.

6. Duplication and Distinctiveness (1750 characters or less)

Compared to the UAS AAS similar degree, the UAA degree is well integrated in a line of stackable programs from several OECs through the AAS Gen Bus and companion degree AAS Accounting into BBA degrees. This provides several pathways for student success.

7. Strengths and Ideas for Moving Forward (1750 characters or less)

I concur with the two action items mentioned in the response. Specifically, (1) the campuses should coordinate better the stackability of the OECs into the AAS in Gen Bus, (2) continue working with the middle college and dual enrollment programs to increase their awareness of our options for them.

Dean's Final Evaluation

I commend the program for: (number and list the specific commendations in the narrative box, 1500 character limit)

1. Active recruiting and participation in the middle college programs in many communities, Junior Achievement events, USCG recruiting events, and community training offerings.
2. The AAS in General Business is well integrated into the UAA mission statement.

I recommend that the program: (number and list the specific recommendations in the narrative box, 1500 character limit)

1. As the AAS Gen Bus is stackable into the BBA in Management, which can be earned remotely, collaborate with the campuses to coordinate courses (and modality) offered in a 4 to 5 year plan.
2. Implement a process to ensure all the student learning outcomes are assessed during the review period.

Dean's overall recommendation to the provost: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

If an Interim Progress Report is proposed, recommended year: Select N/A or Academic Year.

If a Follow-up Program Review is proposed, recommended year: Select N/A or Academic Year.

Proposed next regular Program Review: AY2029

After completing the Dean Section above, sign, date, and email this form to the committee, and to uaa.ooo@alaska.edu. If the program is fully delivered on a community campus, copy the appropriate community campus director(s). The program has one week to provide an optional response to the Dean Section using the Program Optional Response section below.

Dean's signature:



Date: 4/9/2022

END OF DEAN SECTION

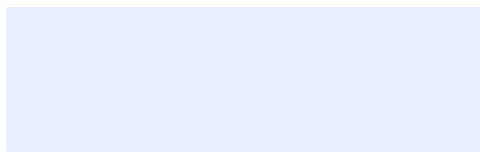
PROGRAM OPTIONAL RESPONSE (Due within one week of receiving dean's review)

Programs have the option to submit to the provost a response to the dean's evaluation within one week of receiving the dean's review, using the narrative box below.

Optional responses should be submitted to uaa.ooo@alaska.edu, with a copy to the dean. If the program is fully delivered on a community campus, copy the appropriate community campus director(s) as well.

Optional Response: (10,000 characters or less)

Program Signature:



Date: Select date.

END OF PROGRAM OPTIONAL RESPONSE SECTION

PROVOST SECTION (Due on August 1)

After completing, signing, and dating the Provost Section of this form, email the completed form to the program review committee 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 (2000 characters or less):

I agree with the dean's commendations, particularly the integration into and understanding of helping to fulfill UAA's mission. Although completed prior to the review, I also wish to acknowledge the recent efforts to simplify the curriculum by moving from two very similar AAS programs to a single program. As stated in the program's report, this removed barriers to student success by streamlining course choices and eliminating confusion. The use of professional development opportunities to implement best practices in distance learning is also commendable, as is the focus on hands-on, interactive learning and the use of assessment to improve practices. The faculty's current efforts to promote the program, both as a standalone program and as a pathway into the BBA Management, are commendable. Given the state's interest in expanding opportunities in business, this program has the potential to further develop its connections to K-12 and to the business community. Of note, as well, is the program's integration of Transparency in Learning and Teaching (TILT) into its pedagogical toolkit. TILT is a proven best practice in closing equity gaps in student achievement.

I also agree with the dean's recommendations and wish to emphasize that for Recommendation #1 the program should develop a cross-campus course rotation. An approved course rotation will meet the scheduling needs of the students and allow for better planning of faculty workloads across the campuses.

I am changing the date for the next Program Review to AY28, to align the program with the other CBPP programs into which it is stacked.

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

Provost's signature:



Date: 4/28/2022