

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 sent by the dean to the program. 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. To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, prior to entering final responses in the official fillable form.

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, and must not include the names of any current or former employees. 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 AY22 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: MBA General Management (*Next review will include the new GC Business Analytics and Artificial Analytics and GC Executive Leadership*)

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

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

6/27/2022

Year of last review: AY21

Final decision from last review: Follow-up Program 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 enter their name and 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 name and date lines are at the end of the Program Section.

Program Review Committee:

Kori Callison, Associate Professor/Head of Graduate Programs, Human Resources Management, Chair
Chris Lake, Assistant Professor, Management
Brett Watson, Assistant Professor, Economics

- 1. Demonstrate that the program has responded to previous recommendations. Address any guidance in the provost's response to the AY21 Interim Progress Report, posted on the [Academic Program Review website](#).**

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.

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

Updated recommendation from the Provost in 2021 states: 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.

Currently, many of the MBA students are graduating in an accelerated manner, so while the current institutional data does not show a decrease in semesters to graduation, the trend is a reduction in time to graduation. Currently, we have 7 students graduating this semester who completed the program in under 4 semesters (7/19 or 37% of MBA students) and five summer graduates who completed the program in under 4 semesters (5/5 or 100% of MBA students). One of the first things that happens during advising for new MBA students is to ask the student about his/her/their goals. This includes the student's timeline towards graduation. We maintain that allowing a student to finish an MBA degree in a time frame that works for their specific work/life/family situation is a competition advantage. Forcing students to graduate in an accelerated manner (even if that is the current trend) may turn students towards other Universities that offer more flexibility. Other measures of student success, such as course pass

rate (98% for full time students and 93% for part time students in 2022) suggest that students are successfully navigating the program.

We also maintain that the current emphasis areas are a competitive advantage of the program and are popular options for students, who can still opt for a 30 credit MBA program if they are looking to graduate sooner.

Actions taken to date (2000 characters or less)

No explicit actions were required from this recommendation.

Evidence of success to date (2000 characters or less)

Semesters to degree is trending downwards, although the program feels adopting an aggressive policy towards time to graduation would negatively impact enrollment.

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).*

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

The 2021 Provost feedback indicates: 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.

Students' needs have shifted, and continue to shift, from the global pandemic. The MBA program is complying with the Provost's suggestions and waiting 2 years to make decisions about delivery modes. The goal is to not make pre-mature decisions that do not reflect the current and long term needs of the students in the program.

Actions taken to date (2000 characters or less)

Although no permanent decisions have been made, students have been polled in several ways to gain data to make an informed decision. The data is conflicting, which makes it harder to impose a delivery method. This seems to suggest that the situation is malleable and more data needs to be collected.

Evidence of success to date (2000 characters or less)

We will continue to collect data to determine the optimal delivery method and will make a decision once outside of the 2 year period suggested by the Provost.

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.

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

The 2021 Provost feedback indicates: The program is developing a course rotation plan along with increased course caps.

The MBA program continues to raise caps as needed when demand for the course exists. We also have mapped out a plan to help students graduate in an accelerated manner (ties into recommendation 1). This schedule is:

Fall:

BA A610 - Business Intelligence and Analytics

BA A632 - Leadership and Organizational Behavior

BA A635 - Current Marketing Issues Seminar

BA A636 - Financial Decision Making

Spring:

ACCT A650 - Seminar in Executive Uses of Accounting

BA A608 - Artificial Intelligence with Business Applications

BA A655 - Strategic Management Seminar

ECON A625 - Economics and Public Policy

Summer:

Two electives

Actions taken to date (2000 characters or less)

The MBA program is one of the few graduate programs that have individualized graduate study plans (GSPs). These are utilized for planning purposes and to help demonstrate how students' goals and needs will impact their progress towards graduation. These GSPs are for the entirety of the program and encapsulates the entire time frame that a student is taking classes, be that 1, 2, or 3 years. Additionally, the establishment of the graduate certificates in Executive Leadership and AI/Business Analytics has helped establish a more predictable course map for course areas most in demand.

Evidence of success to date (2000 characters or less)

The MBA program continues to make scheduling and planning a priority to match available courses with students' goals and needs via GSPs and advising sessions.

- 2. Demonstrate the centrality of the program to the mission, needs, and purposes of the university and the college/community campus. Include how the program is integrating (or planning to integrate) intentionally designed opportunities for students to develop the four core competencies (Effective Communication; Creative and Critical Thinking; Intercultural Fluency; and Personal, Professional, & Community Responsibility). (2500 characters or less)**

The primary objective of the program is to provide students with the knowledge, skills, and abilities to prepare them for increasingly significant managerial and leadership roles. MBA students come from a variety of educational backgrounds and professional experiences. The MBA general degree consists of 30 credit hours; 21 of those credits represent seven core courses. An MBA with an emphasis consisting of 36 credit hours is also offered. To meet industry needs, the MBA program emphasis areas have evolved from one to six. In addition to business emphasis areas in Leadership, Global Supply Chain Management, and Business Intelligence & Business Analytics, the MBA program has emphasis areas supported by the College of Health (Health Administration), Master of Public Administration Program (Public Sector and Non-Profit Emphasis), and the College of Engineering (Project Management).

As part of CBPP's yearly assessment of learning outcomes, the MBA program assesses one of the four core competencies (effective communication, creative and critical thinking, intercultural fluency, and personal, professional, and community responsibility). The 2022 assessment looked at effective communication. An example of an intentional designed assignment is in BA A632 (Leadership and Organizational Behavior) where students were asked to create a podcast on a class relevant topic. The reasoning behind this assignment, as articulated to the students, was that oral communication is becoming increasingly important as workers are working more remotely. This is a departure from written reports that are required in most classes. This gave students the opportunity to practice communication in a different format and broaden their skillset.

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

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

- i. MBA General Management**

- *1) Understand organizations as complex adaptive systems; 2) Use reasoning analytically and critically to solve complex business problems; 3) Effectively communicate with a range of audiences; 4) Demonstrate proficient leadership skills across diverse organizational settings.*

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

As part of the 2022 assessment of learning cycle, the MBA program assessed:

Goal 1 - Understand organizations as a complex adaptive systems

Objective 1.1 - Demonstrate knowledge and application of business concepts, models, and theories.

Objective 1.2- Assess the complexities of the global business environment.

Goal 3 - Effectively communicate with a range of audiences

Objective 3.1 - Demonstrate the capacity to communicate effectively with management by skillfully integrating qualitative and quantitative data.

All objectives met the increased goal (based on recommendations from last assessment period) of 75% (up from 70%) of student meet or exceed expectations. Faculty reported that the artifacts being assessed showed strong reasoning, reflection, and engagement with the assignments.

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

Faculty teaching these courses are offered the opportunity to meet with the Assurance of Learning (AoL) committee each year to share their recommendations for their courses. The assessment process is iterative, so course artifacts collected in AY23 will take into account recommendations made in previous assessment cycles.

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

The recommendation of the Assurance of Learning (AoL) committee was to increase the target for meets or exceeds expectations on assessed artifacts from 70% to 75%. The goals that were assessed this year in the MBA program met this increased expectation. The MBA program is focused on refining the assessment process in order to enhance effectiveness and efficiency. The goal is to collect meaningful data and ensure that the loop is closed to meet our rigorous accreditation standards (AACSB). Every effort is made to share results with faculty, both in a one-on-one and an aggregate manor. Faculty will have AY23 to implement changes and will be assessed again in AY24.

- 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 the C-RAC Standards. (3000 characters or less)**

CBPP has successfully renewed our AACSB accreditation. AACSB accreditation is synonymous with the highest standards of excellence for business schools and is the largest and most recognized specialized accreditation worldwide. The MBA program is meeting community needs by providing a means for employees to advance in their careers and move into leadership positions. The curriculum is constantly evolving, especially in high need, technical areas such as artificial intelligence and business intelligence and analytics.

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)**

The relevant success metrics are discussed in recommendation 1.

- b. Provide evidence of the overall success of students in the program. For example, you might talk about the percent of students in post-graduation employment in the field or a related field, the percent of students who go on to graduate school or other post-graduation training, and/or the percent of students who pass licensure examinations. You might also give examples of students who have been selected for major scholarships or other competitive opportunities. [Please do not use personally identifiable information.] (3000 characters or less)**

Our program is terminal, and therefore, most students do not seek out higher education opportunities after graduation. Most of our students are already employed before admission to the program as they are seeking ways to enhance their skillset in their current employment. The MBA program does not have a good tracking system for identifying all the examples of student excellence outside the University. As the new head of graduate business programs, that is an identified area of improvement that will be addressed.

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 AY23 Program Reviews.) (3000 characters or less)**

Ratio of out-of-discipline hours to total credit hours is up to 1.79% in 2022. Three students who graduated continued their education and zero students who graduated returned to UAA to pursue an additional program. As the MBA is a terminal graduate degree, it makes sense to see a low number of returning students. The MBA program has been in discussions with the aviation program as an increasing number of pilots are obtaining MBAs, making this degree a competitive advantage when looking for employment. The idea would be to create a 4+1 program, where undergraduate students could graduate in 5 years with a bachelors and MBA degree. This would increase the demand for the program internally, potentially increase recruitment, and serve as a benefit for both students and employers. Anecdotally, we just had a hard science masters student whose advisor suggested that he take MBA courses to help him obtain his career goal of running a testing center after graduating. The MBA program believes that we could service other programs whose students want to move into upper management or start their own business. Opening lines of communication with other programs could be fruitful in servicing students in obtaining their long term goals. At an aggregate level, the MBA program collaborates across the UAA campus with the College of Health, the Master of Public Administration Program, and the College of Engineering to provide emphases in Health Administration, Public Sector and Non-Profit Management, and Project Management. These collaborations strengthen not only the MBA, but also add credit hour production to the other UAA programs.

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 5 year degree and /or certificate awards trend for 2022 was 27. This is pretty standard across the 5 year (2018-2022) period (26, 28, 33, 27, and 27 respectively). This number did not substantially decrease during COVID, which may be considered positive when considering the overall trend of decreased enrollment across the University. The SCH/FTEF for 2022 was 313.32. While this is slightly down from a high of 372.79 in 2020, it is still higher than 2018 (278.04). The FTES/FTEF for 2022 was 13.06, down from 15.53 (2020), but up from 11.58 in 2018. The data shows a clear trend that 2022 was a strong year, but the exact reasons for the strong showing in 2020 are not immediately clear. Overall, the data for 2022 is within the expected range considering the data over the 5 year range of 2018-2022.

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)

The University of Alaska Fairbanks (UAF) School of Management (SOM) offers an online 30-credit MBA degree program that includes the choice of an emphasis in General Management or STEM. The CBPP MBA offers a 30-credit general MBA with six emphasis areas. The UAA MBA program offers more courses designed to meet the needs of today's business leaders, i.e., leadership, business intelligence & analytics, and artificial intelligence. For students seeking a totally online program, CBPP recommends UAF. In cases where CBPP students need a course that is not being offered at UAA to complete their degree, students may petition to take that course from UAF.

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

Employers want a focus on technical skills, like technology, and on soft skills, such as leadership. Heeding these needs, the MBA program offers innovate technical courses that focus on current business issues. This includes our course on artificial intelligence and can be seen in course modules covering climate change, big data, and block chain. The MBA's Business Intelligence and Business Analytics and Leadership emphases are the most sought after by our students demonstrating need and demand. To strengthen the program, CBPP will continue to collaborate and open lines of communication with other masters-level and undergraduate programs on campus (such as aviation). Tracking student success after graduation is also a need that is not currently being met and can be improved upon. Moving forward, the CBPP MBA program will continue to be a local producer of

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technical managers and innovative leaders to meet the needs of the local business community and students looking to enhance their career trajectory.

After completing the Program Section above, the program review committee chair should enter their name, 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 first name last name: Dr. Kori Callison

Date: 3/1/2023

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 entering their name, the dean should email this form to the committee, and to uqa.oga@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.

1. 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. Address any guidance in the provost's response to the AY21 Interim Progress Report, posted on the [Academic Program Review website](#). (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. Recommendation has been met.

The 30-credit MBA was first offered in the 2018-2019 catalogue, hence this is probably the reason why the number of semesters to graduate started trending down in 2019 and 2020. The uptick in the number in 2021 may be due to the pandemic since it occurred around the same time.

CBPP students have an option to complete an emphasis which is only two additional courses. As indicated by the program reviewers, over 1/3 of students are completing the program in less than four semesters and 100% of students graduating this summer will complete program in less than four semesters. I agree with the program reviewers that our MBA offers students flexibility to complete the program at a pace that aligns with their work/life/family responsibilities.

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).

Recommendation has not been met.

Due to the pandemic, I agree with the program committee that it is difficult to determine the appropriate delivery format since we are slowly shifting from being totally remote. I recommend that the Head of the Graduate Program conduct a survey to determine a delivery format that meets the students' needs that can be supported by CBPP's current resources.

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.

Recommendation has been met.

I support the 2-year course rotation that the program has developed. In addition, electives are also offered during the fall and spring semesters, i.e., BA A628, BA A648, BA A680 are offered in the spring, and BA A633 and BA A627 are offered in the fall. Students can also take electives offered through other grad programs on the campus, i.e., project management is popular with our students. Course caps range from 25 - 35 and are adjusted as needed.

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

2. Centrality of the Program. (1750 characters or less)

The CBPP MBA is designed to meet the needs of students from an array of backgrounds. Students without a business undergraduate degree are able to obtain this degree with a few foundation courses. The program is designed to meet the UAA four core competencies (effective communication, creative and critical thinking, intercultural fluency, and personal, professional, and community responsibility). MBA courses require students to produce reports, make presentations, critically think through case studies, and consider cultural influences. All of these assignments and experiential activities contribute to personal, professional, and community responsibility.

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

The MBA program is included in the AACSB accreditation process. Therefore, the quality of the program is driven by the AACSB standards and each SLO is assessed at least twice in a five year period. Starting this academic year, faculty opted to increase the SLO achievement percentage benchmark from 70% to 75% with a goal to increase this again in the coming years. Another factor that contributes to the success of the program is the Assurance of Learning (AoL) process. The process has been refined by the AoL committee with input from faculty and guidance from AACSB standards. Assessment of artifacts are aggregated and reported to faculty once a year with a in-depth discussion on how to continue to improve curriculum programs and classroom experiences.

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

I am in agreement with the program reviewers' summation. I will support the Head of Graduate programs with identifying a method to track the examples of student excellence outside the University.

5. Demand (1750 characters or less)

I am in agreement with the program reviewers' summation. In addition, I recommend that the program moves forward with developing a 4 + 1 and/or 5 + 1 for UAA students. Considering accounting students need 30 additional credits to sit for the CPA exam, CBPP 30-credit MBA can help students meet that requirement. Hence, this is another group may have a desire for an MBA. Also the head of the program should consider how the graduate certificates can be employed to increase demand.

6. Productivity and Efficiency (1750 characters or less)

Again, coming out of the pandemic years makes efficiency difficulty to assess. 2018 was not an efficient year, with the FTES/FTEF at only 11.58. The program become more efficient as this ratio increased to 14.67, 15.53, and 14.08 over the next three years. However, in 2022, the ratio declined to 13.06. Thus, the program ended the period more efficient than it started, but off of the pandemic peak.

7. Duplication and Distinctiveness (1750 characters or less)

I am in agreement with the program reviewers' summation.

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

The program has evolved recently to include an artificial intelligence course. This is the fourth year this course has been offered and is a core course. AACSB noted several years ago that not many business colleges have fulfilled this need. Moreover, CBPP has partnered with the College of Engineering to create an AI lab that is located in Rasmuson Hall. We expect to see this area continue to evolve. The business AI course is unique to CBPP.

I am in agreement that CBPP should continue to collaborate and open lines of communication with other masters-level and undergraduate programs on campus. In addition to aviation, possibly programs in CoEng. How can an MBA or graduate certificate complement degrees from other colleges? One thing this program has done quite well is collaborating with the COH and CoEng and creating emphasis areas that do not cost either college additional resources. Are there other opportunities such as these?

Dean's Final Evaluation

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

1. I commend the program for working across graduate programs within CBPP and for working across colleges to build important opportunities for our graduate students.
2. I commend the program for creating Graduate Certificates to attract students. They can bring students in for the certificate and possibly engage them to stay for the MBA degree.
3. I commend the program for creating a course schedule that students can use to plan their own path through the program.

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

1. Consider developing more graduate certificates that use the core MBA courses. Students may come for the certificate and then realize they are 30%+ done with an MBA and thus continue. For example, an Accounting & Finance certificate might include ACCT A650, BA A636, and BA A610.
2. Continue to assess student teaching mode desires and adapt as needed.
3. Consider how to market the Graduate Certificates to UAA Alumni, who may be at a point in their career that adding some quality, though bite-sized, education is appropriate to advance.

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: N/A

If a Follow-up Program Review is proposed, recommended year: N/A

Proposed next regular Program Review: AY2029

After completing the Dean Section above, the dean should enter their name, 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 first name last name: John Nofsinger

Date: 3/14/2023

END OF DEAN SECTION

PROGRAM OPTIONAL RESPONSE SECTION (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. Please indicate whether or not you will submit an optional response below.

Are you submitting an optional response? If yes, add your response below, enter your name and date, and follow the guidance below for submission. If no, enter your name and date, and follow the guidance below for submission. Select Yes or No.

Optional Response: (10,000 characters or less)

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After completing this section, the form should be submitted to uaa.oaa@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.

Committee chair first name last name: Enter committee chair name. **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 (3000 characters or less):

I agree with the dean's commendations and would like to also recognize the way the program has integrated UAA's core competencies into the curriculum. I generally agree with the dean's recommendations, and would add that it is not clear to me how the different emphasis areas are working out. I am, therefore, adding the recommendation that the program take a look at the graduates over the last several years to determine which emphasis areas are attracting students. I am also recommending that the program determine sooner rather than later the modality for the program. To determine this, the program could survey the undergraduates who are about to graduate and/or recent graduates to figure out the best path forward regarding modality. The program should also explore accelerated master's pairings. Finally, the college should invest in promoting the MBA. Where possible, the program should continue to address the past recommendation #2, which remains unmet.

As I did last year in the Program Review process, I am asking programs to think about how they put students first. This includes continuing to monitor any courses with high DFW rates and seeking out strategies for remediation as needed. It also includes continuing to think about what it means to embrace diversity and inclusivity on the course and program level and to demonstrate this in your particular program(s). This could be through the use of proven, high-impact practices at the program level, or through proven pedagogic strategies such as designing assignments using Transparency in Learning and Teaching (TILT). It can also be through implementing OER and ZTC materials, particularly where course materials can be more reflective of diverse perspectives, or by using the same materials across all sections of a course.

The next review will combine the MBA in General Management, the Graduate Certificate in Business Analytics and Artificial Intelligence, and the Graduate Certificate in Executive Leadership in a single review in AY27.

Provost's decision: Continuation -- Program is successfully serving its students and meeting its mission and goals. No immediate changes necessary, other than regular, ongoing program improvements.

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Interim Progress Report year: N/A

Follow-up Program Review year: N/A

Next regular Program Review: AY2027

Provost's signature: 

Date: 5/12/2023