

Submission date: 2/10/20

Program/s in this review: Management BBA

Specialized accrediting agency (if applicable): _____

Campuses where the program is delivered: Anchorage

Members of the program review committee:

- Dr. Kori Callison, Associate Professor of Management, Anchorage
- Dr. Sumeet Jhamb, Assistant Professor of Management, Anchorage

1. Centrality of Program Mission and Supporting Role (700 words or less)

The study of management encompasses a variety of concepts and principles, including organizational theory, design, and development. These concepts are more relevant in a global context than ever before. Studies within the management BBA help students better understand the basic principles and tenets of human resource management, and how the management of people affects the larger institution overall. Students also learn strategies for negotiations, conflict resolution and arbitration, and entrepreneurship. The BBA Management degree prepares students for career opportunities as managers in corporations, non-profit organizations, and government agencies and provides opportunities to learn and develop real world skills such as, understanding individual and organizational behavior, understanding human resource issues, negotiating effectively, identifying and solving business problems, assessing business ethics and their implications, forecasting and planning operating systems, appraising and improving workplace performance, analyzing and designing jobs, creating employee training programs, managing compensation, understanding global commerce Identifying and analyzing industry or geographic trends.

Management is applicable to almost all students, regardless of their majors. Whatever technical skills are developed in college, the application of those skills often involves interaction with, and management of, other people. Many programs recognize this and require their students to take classes such as, organizational behavior (BA A300) and human resource management (BA A361). For those reasons, management supports many other programs (e.g., aviation management, construction management, geomatics, hospitality) outside the college of business.

The Alaska forecast for management job demonstrates opportunities relevant to this program. Specifically, the forecast says management occupations will increase from 2016 to 2026 by 5% (1,009 new jobs). Annually, there are an average of 1,689 openings in management occupations with an average mean wage of \$52.55.

2. Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)

Seven year degree and/or certificate awards trend

The management department has awarded a total of 465 degrees and/or certificate award in the last year. This seems to be second only to accounting (601, although this number is substantially augmented by an associates program. If you compare baccalaureates to baccalaureates then our numbers are the same) in the college (e.g., marketing = 89, econ = 157, finance = 165).

The number of management baccalaureates is at an all-time high in the seven year period being examined (2013-2019) at 74. In general, the standard deviation from year to year does not seem to be high, with maybe the notable exception of the bump in 2016 to 72, after a low of 57 in 2015).

Credits Per Degree (Average Credits Earned)

The average credits per degree is 114.6. Again, the standard deviation from year to year is small. This seems comparable to other departments within our college.

Seven year majors or program enrollment trend

In 2019, the management major count trends was at 460. The seven year spread for the data point runs from a low of 404 in 2014 to a high of 489 in 2018. These numbers are pretty significantly higher (when comparing baccalaureate programs) than other departments in the college.

Course pass rates

IR does not allow for the sorting of this data by college or department. The most specificity I can provide is that for the anchorage campus in course subject "business administration" the pass rates in 2019 were 91.0%. The spread in pass rates ranges from 88% in 2013 to 91.7% in 2018.

Internal demand

For "business administration" the majority of credit hours come from majors (75,496) versus out of major (15,176). We do service a number of other majors including (but not limited to): accounting, aviation, construction management, hospitality, and geomatics).

Seven year Student Credit Hour (SCH) production trend

"Business administration" was at 13,491 SCH with audit in 2019. This number is the highest out of the 7 years being examined, with the low being 12,332 in 2015.

SCH/FTEF

"Business administration" was at 789.7 SCH/FTEF in 2019. This number is the highest out of the 7 years being examined, with the low being 666.6 in 2015. If we delve further into the data, we can see that there are specific courses that are the work horse of this figure. As an example, BA A361 had a high of 2004.0 SCH/FTEF in 2018, and 1120.0 and 1038.0 in 2017 and 2019 respectively.

Enrollment/Full Time Equivalent Faculty (FTEF)

"Business administration" was at 265.1 Enroll/FTEF in 2019. This number is the highest out of the 7 years being examined, with the low being 222.6 in 2015. Again, there are specific courses that have much higher numbers. As BA A361 had a high of 668 SCH/FTEF in 2018. This demonstrates the high standard deviation hidden within the average.

FTEF/FTEF

"Business administration" was at 265.1 Enroll/FTEF in 2019. This number is the highest out of the 7 years being examined, with the low being 222.6 in 2015.

Class Size (Average Class Size)

The average class size for "business administration" in 2019 was 31.4 (the high over the seven year period), contrasted with a low of 26.2 in 2015. Class sizes can be significantly higher than characterized by the average. BA A361, in 2018, had a class size of 83.5.

Cost/SCH

There is no data available for "business administration" in 2013 or 2014. In 2019, Cost/SCH was at 238.1 the lowest figure provided, with a high of 257.1 in 2016.

Tuition Revenue/SCH

Again, there is no data available for "business administration" in 2013 or 2014. In 2019, Tui Rev/SCH was at 288.7 the highest figure provided, with a low of 216.3 in 2015.

External demand

The data provided in IR covers the time period of 2009 to 2018. In that time frame, the highest UAA post award 2nd enrollment status by undergraduate degree for management majors on the Anchorage campus was 72 in 2016. We compare very favorably when looking at other colleges in the state of Alaska (the highest being 3 in any given year).

3. Program Quality, Improvement and Student Success (1500 words or less)

The management BBA has accreditation via the Association to Advance Collegiate Schools of Business (AACSB). Less than 5% of 16,000 schools worldwide granting business degrees have earned this distinction. Therefore this accreditation provides enormous value to our students as it certifies that a UAA degree ranks with those from premier business schools.

The work of our curriculum committee assures that courses are offered in a way that is thoughtful, current, and impactful. The system the curriculum committee has in place to assure quality control is comprised of:

- Reviewing/editing/approving all new/updated/deleted CBPP programs and courses in CIM in accordance with the Curriculum Handbook procedures.

- Reviewing courses submitted by other colleges to determine whether their proposal affects our courses/programs.
- Coordinating with other colleges when our proposals affect their degree programs. Implementing/enforcing the Five-Year Review schedule.

Within classes in the BBA in Management, courses are featuring innovative tools and activities to impart knowledge, increase engagement, and facilitate engaged learning. Examples include usage of current and relevant case studies, activities designed to provide hands on experience in core knowledge, skill, and abilities domains, and multimedia/technology usage in the classroom and beyond. At the program level, we offer the Weidner Property Management and Real Estate Program. The Weidner Property Management and Real Estate Program is one of only a handful of programs in the nation that offers a 4-year degree with dedicated curriculum focused on the management of real estate assets.

This concentrated coursework, in combination with CBPP's core business curriculum, ensures that graduates are prepared to enter a competitive and innovating marketplace with the tools necessary to succeed.

In addition to classroom education, students will be able to participate in experiential learning through job shadowing, paid-internships, and attendance at local and national industry events held by program partners like

- Institute of Real Estate Management (IREM);
- National Apartment Association (NAA); and
- Building Owners and Managers Association (BOMA).

Through these professional organizations, students will also have the opportunity to earn industry designations, some by the time they graduate, indicating their achievement of national standards for experience and/or education. The few comparable academic programs around the country report career placement near 100%. Students report receiving offers, usually prior to graduation, for positions with competitive salaries; retirement and health benefits; and most importantly, opportunities for structured growth and promotion. Also, employers are excited to hire graduates, because they know this program provides a working background of the skills needed to hit the ground running and transition quickly into a committed and productive member of the team. Not only is this an innovative program, but also the quality of the program is shown by the director's (Professor Terry Fields) being named the NAAEI Apartment Career & Education Educator Award winner for his success in building the Weidner Property Management and Real Estate program at CBPP.

The management department is sensitive to the needs of students to take part in classrooms that provide more flexibility in scheduling. To this end, we offer many online sections of classes. These classes are evaluated, as in person classes are, on their ability to meet core class objectives. We are in the process of training our faculty go through Quality Matters certification. We currently have one faculty certified and another enrolled for the summer. While we currently do not have any classes that are Quality Matters certified or evaluated by an outside group, it is an area for us to consider further in the pursuit of providing high quality instruction.

The management department assesses four learning goals: discipline specific knowledge, knowledge of external and internal business environments, ability to apply analytical thinking, and skills in professional interactions and human relations. Artifacts from key offerings were assessed to evaluate against our rubrics that were designed around assurance of learning outcomes. There is some concern that we are using too many criteria in our evaluation process and there is an effort to streamline this process. This is keeping with feedback received at our initial visit from the AACSB (Association to Advance Collegiate Schools of Business). Of the data that was collected, preliminary analysis would suggest that students are gaining factual knowledge that provides a basis for the knowledge, skills, and abilities that we consider important for our students to possess. I do believe we need additional kinds of data, and data from additional sources, to give a broader picture of student outcomes. However, we continue to see a trend of faculty reporting an excessive amount of "exceeds expectations." There is room for dialogue and continual growth on how to rate/assess/report performance in an objective manner. One of the key recommendations was matching course deliverables with assigned learning outcomes (i.e., if I am assessing the internal/external business environment, then I should have a paper (deliverable) that asks a student to reflect on that topic). We are currently working on making our assessment process more uniform. The data that we have seems to suggest that areas of improvement are centered around procedural issues and not issues that are currently affecting student learning outcomes.

Students are actively engaged in research in the management department. We have had several honors college students complete their honors thesis requirement with a management faculty advisor. These students are often awarded grant money based on the strength of their research question and design. One of those students is scheduled to present her thesis at the Western Academy of Management (WAM) in March of this year. To be able to present research at prestigious conferences is an experience not often afforded to undergraduate students.

To be successful in the field of business, students must be strong writers. Students are required to take writing 111 as part of their degree plan for the BBA in management. Once in higher division classes, papers, either applied or research based, are commonly employed in upper division classes. Another tool employed by management faculty is collaborative assignments and projects. Group dynamics is a focus in several management courses (e.g., BA A300, organizational behavior) and being able to successfully navigate a group or team in the workplace is a focus for our department. Diversity and global learning is a theme in the management BBA. Students are exposed to theories of diversity, how behaviors differ across cultures, and how cultural bias is problematic in real world settings. For example, one of the activities in BA A361 centers on international human resource management. Students are asked to pick a country and evaluate cultural dimensions that can have an impact of expatriate assignments.

The student advising center (SAC) advises students until they reach upper division standing. The quality of student advising center is exceptional and award winning. Academic advising is a vital aspect of a successful university experience and an integral part of the teaching and learning mission of the College of Business and Public Policy. Academic advisors in the Student Advising Center develop one-on-one advising relationships and encourage students to work persistently toward their career and educational goals. SAC advisors are committed to providing consistent, timely, accurate information, supporting students' academic and personal development, and encouraging the type of systematic thinking, knowledge integration and decision-making they will need throughout their college career. Once a student reaches upper division standing, they are also assigned a faculty advisor. The faculty advisor provides guidance regarding career progression and opportunities following graduation.

Innovation: Artificial Intelligence (AI) is revolutionizing businesses. Therefore, employers are seeking persons who have a focus on AI technology complemented with areas like leadership. CBPP is meeting this need. It developed its first AI course "AI Concepts with Business Applications," and added it to the curriculum in spring 2019, as a stacked course (BAA 490/690). This year enrollment tripled to 30 students registering. Institutions, like Johns Hopkins, are starting to incorporate AI in their business schools.

Tom Case Leadership Fellows Program, celebrating its seventh year, is a co-curricular mentoring program for senior-level undergraduate and graduate students who are committed to leadership and personal and professional development. CBPP pairs students with local business leaders. Northrim Bank has donated a total of \$34,000 to support the program over the past three years.

CBPP Business Plan Competition 2020 aims to inspire and encourage entrepreneurship, and economic development. It will provide the opportunity for UAA students to present their startup ideas to the community and to meet and receive feedback from experienced mentors, investors, and seasoned entrepreneurs who have successfully started and grown businesses. Financial support is provided by donations to the CBPP Alaska Business Plan Competition, currently \$13,000 is available.

The Entrepreneurship Minor provides the foundation for students to learn how to start and build a company, make venture deals, identify and lead new opportunities. Eighteen credits are required for the minor and include the following courses in sequence: BAA 166 Entrepreneurship and small business, and BAA 286 Entrepreneurship and innovation, BAA 386 The startup venture, and BAA 489 From startup to growth. This new program will undergo evaluation in the future. Some support is provided from donations to the CBPP Innovation & Entrepreneurship Fund.

4. Program Duplication / Distinctiveness (300 words or less)

External duplication – UAF offers a BBA in Business Administration but uniquely focuses on security and emergency management (BSEM) and sport and recreational business (BSRB). I do not know what the demand is for these programs, but they are niche enough that it would not be worthwhile to try and provide these classes at UAA. UAS offers a BA in management that seems similar, if smaller in scope, than what UAA offers. UAA uniquely (not only to Alaska, but one of the only programs in the US) offers the Weidner Property Management and Real Estate Program. The UAA school of business is located at the epicenter of business for the state of Alaska. It is essential to have a business program located where jobs, commerce, and property management/real estate transactions are centered. It's hard to offer a fully justified position on whether a program needs to be consolidated or eliminated without the data from those other intuitions. Clearly, the data need to be examined to identify where the demand is (e.g. SCH), effectiveness (e.g., faculty expertise, teaching excellence, job placement after graduation), and efficiency (e.g., tuition generated).

5. Summary Analysis (500 words or less)

This section describes the strengths of the requirements and standards of the BBA Management Program and discusses its overall advantageousness, effectiveness, flair, virtuosity, and usefulness, despite the ongoing challenges and obstacles of continuously sustaining, upholding, and improving the overall program quality in the face of tight fiscal resources and strategically tough resource allocation parameters.

In terms of furthering a 360-degree institutional commitment and determination to quality programs, the BBA Management program has been very successful in imparting top-quality tertiary education to substantially increase student successes, comprehensively expand outreach to new student populations, and positively build onto student learning outcomes in a timely manner. One of our biggest strengths has been the overall interdisciplinary nature and unique structure of the program with a strong focus on the diversity and integration of student characteristics, long-term envisioning of student career opportunities and resources to support student learning on a continual basis, and nurturing student advising and retention strategies from day one, both on campus and off campus.

The strong emphasis and concentrated attentiveness of our program on fostering student grant funding plans, assessing student excellence and achievements, increasing the internationalization aspects and global components of study-based and internship-based learning elements in several courses, and providing additional resources to students to help them magnify their portfolio of strategic choices and directions is what distinguishes the BBA Management Program from all others. Adopting a strong culture of discipline and excellence, building longstanding scholastic momentum and student-faculty relationships, and streamlining greatness to last in terms of academic excellence has been the cornerstone of our department culture that has fostered the outstanding student-oriented accomplishments delivered so far (as discussed in all of the above sections) in the BBA Management Program.

Going forward, we plan to encourage the overall strategic development of the management and marketing department and generate in-depth strategic communication between the department, CBPP and the university administration, and thereafter eventually create a strategic directions task force that would focus exclusively on long-term central planning, formation and execution of macro-picture program requirements, and the design and development of enhanced long-term strategic productivity of the program (and the management and marketing department) in the face of decreasing student enrollments and university funding. This would translate to increased creation and execution of centralized vehicles that would continually bring and implement up to date information-, planning-, scheduling-, forecasting-, and executive decision making-based activities and undertakings in order to undergird the process of advancement of the overall mission and vision of the program, of the department, of the college, and of the university.

For our future direction, we plan to strategically embrace the hedgehog concept and be at the center of the operating model that manifests our core understanding of the three intersecting circles: what we can be the best in the world, what we are profoundly passionate about, and what best drives our economic or resource engine!