



UNIVERSITY *of* ALASKA ANCHORAGE

# **OECERT: Occupational Endorsement Certificate Business Leadership**

## **Academic Assessment Plan**

**Adopted by**

**The Management, Marketing, Logistics, & Business Analytics Dept faculty:  
November 16, 2020**

Reviewed by the Academic Assessment Committee: 2/19/21  
Reviewed by the Faculty Senate as an information item: 3/5/21

## Introduction

The purpose of this document is to provide a guide for assessing the overall academic effectiveness of the Occupational Endorsement Certificate (OEC) offered by the College of Business and Public Policy (CBPP). This document addresses the needs of accreditors, administrators, external stakeholders, students, and faculty. Accreditors set general standards. Administrators set general standards. These standards require that goals, objectives, and outcomes achieved are aligned with the mission statements of the program and the College. Administrators are accountable for program effectiveness and ensuring the program is delivering expected student learning outcomes (SLOs). The assessment of student learning outcomes is critical in affirming the OEC program is meeting the expectations of external stakeholders (i.e., employers and business community) in relation to graduates and their professional skillsets. Students should receive a knowledge base from the OEC program which can be applied to their professions. The faculty is responsible pedagogically for the implementation, assessment, and analysis of the effectiveness and continued improvement of instruction.

## MISSION STATEMENT

The mission of the Management, Marketing, Logistics, and Business Analytics department is to provide students with the knowledge, skills, abilities, and tools to become the future leaders, decision-makers, and innovators in a rapidly evolving technology-driven world.

## PROGRAM INTRODUCTION

The University of Alaska Anchorage (UAA) is accredited through the Northwest Commission on Colleges and Universities (NWCCU).

The Occupational Endorsement Certificate (OEC) in Business Leadership is a 16-credit program designed to provide general preparation for supervisory and leadership positions across a very wide array of industries and is a great step toward promotion or career advancement.

The OEC in Business Leadership Program consists of the following courses:

REQUIREMENTS – 16 credits

**Table 1 – Required Courses**

Course	Title	Credit
BA A151	Business Foundations	3
BA A231	Fundamentals of Supervision	3
BA A264	Personal Selling	3
CIS A110	Computer Concepts in Business	3
COM A111 OR COMM A241	Fundamentals of Oral Communication OR Public Speaking	3
UNIV A190	Selected Topics: Success in Online Activities	1
Total Credits		16

## PROGRAM STUDENT LEARNING OUTCOMES AND MEASURES

A description of the measures used in the assessment of the student learning outcomes and associated artifacts are summarized in Table 2.

**Table 2 – SLO and Assessment Measures**

<b>SLO</b>	<b>Course</b>	<b>Semester</b>	<b>Assessment Tools</b>
Objective 1.1 - Demonstrate knowledge of the differences between business and not-for-profit organizations.	BA151	Fall & Spring	Written papers, case analysis, group project, quizzes, oral reports, and exams
Objective 1.2 - Explain the concepts of business ethics and social responsibility.	BA A151	Fall & Spring	Written papers, case analysis, group project, quizzes, oral reports, and exams
Objective 1.3 - Describe the basic forms of business ownership and the advantages and disadvantages of each form.	BA A151	Fall & Spring	Written papers, case analysis, group project, quizzes, oral reports, and exams
Objective 2.1 - Explain how effective human resource management is critical to accomplishing company goals.	BA A231	Fall & Spring	Written papers, case analysis, group project, quizzes, oral reports, and exams
Objective 2.2 - Identify the three types of skills necessary for managerial success and describe the managerial functions of planning, organizing, leading, and controlling.	BA A231	Fall & Spring	Written papers, case analysis, group project, quizzes, oral reports, and exams
Objective 3.1 - Complete a comprehensive, hands-on project utilizing spreadsheet, database, word processing, and presentation software.	CIS A110	Fall & Spring	Written papers, case analysis, group project, quizzes, oral reports, and exams

<b>SLO</b>	<b>Course</b>	<b>Semester</b>	<b>Assessment Tools</b>
Objective 3.2 - Define and describe current technologies and their applications to business.	CIS A110	Fall & Spring	Written papers, case analysis, group project, quizzes, oral reports, and exams

## **ASSESSMENT PROCESS**

This plan reflects the same process that is currently in place for the General Business (Gen Bus) AA Assessment Plan. Following the same process will support consistency and accuracy. In addition, BA A166 is a course in the Gen Bus AA which allows for some overlap.

The program will be included in CBPP's Assurance of Learning Cycle process. This will ensure that the SLOs are assessed twice and the loop is closed once during a five-year period.

The process for the assessment is detailed below.

<b>Activity</b>	<b>Responsible Person</b>
1. At the beginning of each semester, at least one section of each class teaching assessment objectives will be selected. Instructors will be notified within the first two weeks of the semester that their class has been selected for assessment by Faculty Support. Information about completing the assessment of the required objectives will be provided to each course instructor. The AoL Committee will be responsible for answering any questions.	Faculty Support
2. Course instructors will collect raw data throughout the academic year and submit it to the Faculty Support. At least 20% or more of artifacts will be randomly selected	Course Instructors
3. Faculty Support prepares and summarizes the data.	Faculty Support
4. The AoL Committee will assign reviewers to review summarized data and examples of artifacts	AoL Committee
5. If the data indicates changes are needed, the AoL committee will work with faculty to make recommendations to enhance performance relative to the program's objectives and outcomes. If data indicates no improvements are necessary, this will be documented.	AoL Committee and Course Instructors

Activity	Responsible Person
6. If modifications include changes to the program or the assessment plan, the instructor, with the assistance of the AOL committee, will convene with other instructors who teach the course to discuss changes	AoL Committee and Course Instructors
7. If modifications require changes in CIM, an instructor will be selected to guide the changes through the curriculum process, including presenting the changes to the college-level curriculum committee	Assigned Instructor

Assessment will begin 2022/2023.

**Goals for Student Success Rates**

It is the goal that an average of 80% of students will meet or exceed the student learning outcomes.

Proposed program changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program objectives and outcomes. Recommended changes should also consider workload (faculty, staff, and students), as well as budgetary, facilities, and other relevant constraints. A few examples of proposals that could be made include:

- Recommended changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
- Changes in faculty/staff assignments
- Changes in advising methods and requirements
- Addition and/or replacement of equipment
- Changes to facilities

**Modification of the Assessment Plan**

The assessment plan will be reviewed every 2 – 3 years by an assigned faculty member and the AoL committee. The assigned faculty member will review the recommendations and make changes they believe are necessary to enhance the program assessment process after discussion with other faculty members that may be impacted. Every five years the assessment plan will be put forth to the UAA Assessment Plan Committee. However, depending on the magnitude of changes made during any given assessment period, the plan may be re-evaluated and sent to the UAA Assessment Plan Committee on an earlier time frame (e.g., 2 years into a 5 year period) for feedback and guidance to ensure the effectiveness of the new plan.

**Appendix A: Course level direct assessment**  
**OEC Business Leadership**  
**BA-A151 INTRODUCTION TO BUSINESS**

**Measure Description:**

Course instructors will measure the following degree program objectives in this course:

Objective 1.1 - Demonstrate knowledge of the differences between business and not-for-profit organizations.
Objective 1.2 - Explain the concepts of business ethics and social responsibility.
Objective 1.3 - Describe the basic forms of business ownership and the advantages and disadvantages of each form.

Instructors may choose from the following instruments to assess student learning outcomes:

<b>Instrument</b>	<b>Description</b>
1. Written Papers	Compose varied length papers as part of business course assignments
2. Case Analysis	Analyze aspects of a business case; develop conclusions and/or recommendations
3. Group Projects	Work in teams to produce a product (report, software, presentation, business plan, etc.)
4. Quizzes	General course or specific course objective measurement quizzes
5. Oral Reports	Individual reports delivered orally
6. Exams	Utilize specific questions in an exam that relate to the stated objective as a measure. <b>Note: You may not use the entire exam score unless the exam is exclusively on the objectives measured here.</b>

For each of the objectives instructors will complete the attached cover sheets indicating which instruments were utilized to assess student learning outcomes. Course instructors will assess individual student work as not meeting, meeting, or exceeding the program objective.

To meet the objective students should receive the equivalent of a “C” (70-79.4%) on the measured objective. Any grades above a “C” will be considered exceeding the objective. A cover sheet should be completed for each objective for each student and submitted to the Assessment Coordinator in Academic Affairs for recording. One copy of student work determined to not meet, meet, and exceed the course objective should be included for each objective for a total of 3 samples of student work per objective. The work samples do not need to come from the same student.

**Factors that affect the collected data:**

- The reliability of the instrument to effectively measure the considered outcome.
- Student ability to effectively utilize the instrument. For example, some students might be better at expressing themselves orally than in writing.
- Length of time between concept discussion and assessment.
- Student motivation.
- Clarity of the instrument and/or assignment.

Any of these factors can distort results for individual students or classes. However, this data will be compared to data on student perceived learning and gaps between the two can serve as possible indicators of ineffective course level assessment.

**How to interpret the data:**

Step 1: Determine whether each student met, did not meet, or exceeded the objective.

Step 2: Determine the percentage of sampled students who have met the objective.

Step 3: Data analysis will occur on two levels: 1) Students enrolled in the course and not enrolled in the degree program; and 2) Students enrolled in the degree program.

This data will be used to assess both course level and degree program student learning effectiveness.

**COVER SHEET  
 COURSE LEVEL DIRECT ASSESSMENT  
 OBJECTIVE 1.1  
 BA-A151 INTRODUCTION TO BUSINESS**

**Student Name** \_\_\_\_\_

**Objective Measure:**

Objective 1.1-Demonstrate knowledge of the differences between business and not-for-profit organizations.

**Instruments:**

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

Written Papers		Case Analysis		Group Projects		Exams	
Quizzes		Oral Reports		Other Specify			

**Assessment:**

How well did the student perform on the objective?      Not met      Met      Exceeded



**COVER SHEET  
 COURSE LEVEL DIRECT ASSESSMENT  
 OBJECTIVE 1.2  
 BA-A151 INTRODUCTION TO BUSINESS**

**Student Name** \_\_\_\_\_

**Objective Measure:**

Objective 1.2- Explain the concepts of business ethics and social responsibility.

**Instruments:**

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

Written Papers		Case Analysis		Group Projects		Exams	
Quizzes		Oral Reports		Other Specify			

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**Assessment:**

How well did the student perform on the objective?      Not met      Met      Exceeded

**COVER SHEET  
 COURSE LEVEL DIRECT ASSESSMENT  
 OBJECTIVE 1.3  
 BA-A151 INTRODUCTION TO BUSINESS**

**Student Name** \_\_\_\_\_

**Objective Measure:**

Objective 1.3-Describe the basic forms of business ownership and the advantages and disadvantages of each form.

**Instruments:**

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

Written Papers		Case Analysis		Group Projects		Exams	
Quizzes		Oral Reports		Other Specify			

**Assessment:**

How well did the student perform on the objective?      Not met      Met      Exceeded

**Appendix B: Course level direct assessment**  
**OEC Business Leadership**  
**BA-A231 PRINCIPLES OF SUPERVISION**

**Measure Description:**

Course instructors will measure the following degree program objectives in this course:

Objective 2.1 - Explain how effective human resource management is critical to accomplishing company goals.
Objective 2.2 - Identify the three types of skills necessary for managerial success and describe the managerial functions of planning, organizing, leading, and controlling.

Instructors may choose from the following instruments to assess student learning outcomes:

<b>Instrument</b>	<b>Description</b>
1. Written Papers	Compose varied length papers as part of business course assignments
2. Case Analysis	Analyze aspects of a business case; develop conclusions and/or recommendations
3. Group Projects	Work in teams to produce a product (report, software, presentation, business plan, etc.)
4. Quizzes	General course or specific course objective measurement quizzes
5. Oral Reports	Individual reports delivered orally
6. Exams	Utilize specific questions in an exam that relate to the stated objective as a measure. <b>Note: You may not use the entire exam score unless the exam is exclusively on the objectives measured here.</b>

For each of the objectives instructors will complete the attached cover sheets indicating which instruments were utilized to assess student learning outcomes. Course instructors will assess individual student work as not meeting, meeting, or exceeding the program objective.

To meet the objective students should receive the equivalent of a “C” (70-79.4%) on the measured objective. Any grades above a “C” will be considered exceeding the objective. A cover sheet should be completed for each objective for each student and submitted to the Assessment Coordinator in Academic Affairs for recording. One copy of student work determined to not meet, meet, and exceed the course objective should be included for each objective for a total of 3 samples of student work per objective. The work samples do not need to come from the same student.

### **Factors that affect the collected data:**

- The reliability of the instrument to effectively measure the considered outcome.
- Student ability to effectively utilize the instrument. For example, some students might be better at expressing themselves orally than in writing.
- Length of time between concept discussion and assessment.
- Student motivation.
- Clarity of the instrument and/or assignment.

Any of these factors can distort results for individual students or classes. However, this data will be compared to data on student perceived learning and gaps between the two can serve as possible indicators of ineffective course level assessment.

### **How to interpret the data:**

Step 1: Determine whether each student met, did not meet, or exceeded the objective.

Step 2: Determine the percentage of sampled students who have met the objective.

Step 3: Data analysis will occur on two levels: 1) Students enrolled in the course and not enrolled in the degree program; and 2) Students enrolled in the degree program.

This data will be used to assess both course level and degree program student learning effectiveness.

**COVER SHEET  
 COURSE LEVEL DIRECT ASSESSMENT  
 OBJECTIVE 2.1  
 BA-A231 PRINCIPLES OF SUPERVISION**

**Student Name** \_\_\_\_\_

**Objective Measure:**

Objective 3.1 - Explain how effective human resource management is critical to accomplishing company goals.

**Instruments:**

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

Written Papers		Case Analysis		Group Projects		Exams	
Quizzes		Oral Reports		Other Specify			

**Assessment:**

How well did the student perform on the objective?      Not met      Met      Exceeded

**COVER SHEET  
 COURSE LEVEL DIRECT ASSESSMENT  
 OBJECTIVE 2.2  
 BA-A231 PRINCIPLES OF SUPERVISION**

**Student Name** \_\_\_\_\_

**Objective Measure:**

Objective 3.2 - Identify the three types of skills necessary for managerial success and describe the managerial functions of planning, organizing, leading, and controlling.

**Instruments:**

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

Written Papers		Case Analysis		Group Projects		Exams	
Quizzes		Oral Reports		Other Specify			

**Assessment:**

How well did the student perform on the objective?      Not met      Met      Exceeded

**Appendix A: Course level direct assessment**  
**OEC Business Leadership**  
**CIS 110 COMPUTER CONCEPTS IN BUSINESS**

**Measure Description:**

Course instructors will measure the following degree program objectives in this course:

Objective 3.1 - Complete a comprehensive, hands-on project utilizing spreadsheet, database, word processing, and presentation software.
Objective 3.2 - Define and describe current technologies and their applications to business.

Instructors may choose from the following instruments to assess student learning outcomes:

Instrument	Description
1. Written Papers	Compose varied length papers as part of business course assignments
2. Case Analysis	Analyze aspects of a business case; develop conclusions and/or recommendations
3. Group Projects	Work in teams to produce a product (report, software, presentation, business plan, etc.)
4. Quizzes	General course or specific course objective measurement quizzes
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For each of the objectives instructors will complete the attached cover sheets indicating which instruments were utilized to assess student learning outcomes. Course instructors will assess individual student work as not meeting, meeting, or exceeding the program objective.

To meet the objective students should receive the equivalent of a “C” (70-79.4%) on the measured objective. Any grades above a “C” will be considered exceeding the objective. A cover sheet should be completed for each objective for each student and submitted to the Assessment Coordinator in Academic Affairs for recording. One copy of student work determined to not meet, meet, and exceed the course objective should be included for each objective for a total of 3 samples of student work per objective. The work samples do not need to come from the same student.

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- Student ability to effectively utilize the instrument. For example, some students might be better at expressing themselves orally than in writing.
- Length of time between concept discussion and assessment.
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Any of these factors can distort results for individual students or classes. However, this data will be compared to data on student perceived learning and gaps between the two can serve as possible indicators of ineffective course level assessment.

**How to interpret the data:**

Step 1: Determine whether each student met, did not meet, or exceeded the objective.

Step 2: Determine the percentage of sampled students who have met the objective.

Step 3: Data analysis will occur on two levels: 1) Students enrolled in the course and not enrolled in the degree program; and 2) Students enrolled in the degree program.

This data will be used to assess both course level and degree program student learning effectiveness.



**COVER SHEET  
 COURSE LEVEL DIRECT ASSESSMENT  
 OBJECTIVE 3.1  
 CIS-A110 COMPUTER CONCEPTS IN BUSINESS**

**Student Name** \_\_\_\_\_

**Objective Measure:**

Objective 8.1 - Complete a comprehensive, hands-on project utilizing spreadsheet, database, word processing, and presentation software.

**Instruments:**

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

Written Papers		Case Analysis		Group Projects		Exams	
Quizzes		Oral Reports		Other Specify			

**Assessment:**

How well did the student perform on the objective?            Not met            Met            Exceeded

**COVER SHEET  
 COURSE LEVEL DIRECT ASSESSMENT  
 OBJECTIVE 3.2  
 CIS-A110 COMPUTER CONCEPTS IN BUSINESS**

Student Name \_\_\_\_\_

**Objective Measure:**

Objective 8.2 - Define and describe current technologies and their applications to business.

**Instruments:**

Please indicate which of the following instruments you utilized to assess student learning of the above objective:

Written Papers		Case Analysis		Group Projects		Exams	
Quizzes		Oral Reports		Other Specify			

**Assessment:**

How well did the student perform on the objective?            Not met            Met            Exceeded