

Academic Assessment Plan

College: College of Business and Public Policy

Program(s): OEC Entrepreneurship

Reviewed: Spring 2021

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. 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 the tools and knowledge 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 Entrepreneurship is an 18-credit program designed to provide a unique opportunity for students to develop a customized entrepreneurial approach enabling them to launch new ventures or to manage and grow small businesses. They will learn to network and create strategic business plans while developing skills in team-building, acquiring and managing resources, and capitalizing on new opportunities.

The OEC in Entrepreneurship Program consists of the following courses:

REQUIREMENTS – 18 credits

Table 1 – Required Courses

Course	Title	Credit
BA A166	Entrepreneurship and Small Business Management	3
BA A286	Entrepreneurship and Innovation	3
BA A386	The Startup Venture	3
Choose nine (9) credits from the following:		
ACCT A201	Principles of Financial Accounting	3
BA A131	Personal Finance	3
BA A151	Business Foundations	3
BA A215	Introduction to Real Estate Management	3
BA A231	Fundamentals of Supervision	3
BA A260	Marketing Practices	3

BA A264	Personal Selling	3
CIS A110	Computer Concepts in Business	3
Total Credits		18

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with the Occupational Endorsement Certificate in Entrepreneurship will be able to:

- Understand the process to prepare an effective business plan for a startup.
- Learn to proactively search, identify, and evaluate new business, marketing, and technology opportunities.
- Determine best financing options and prepare necessary materials for potential investor funding.

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

SLO	Measurement	Course	Collection Method
1. Understand the process to prepare an effective business plan for a startup.	Homework and presentations.	BA A166	Evaluation by course instructors.
2. Learn to proactively search, identify, and evaluate new business, marketing, and technology opportunities.	Class presentation.	BA A286	Evaluation by course instructors.
3. Determine best financing options and prepare necessary materials for potential investors for funding.	Startup project presentation.	BAA A386	Evaluation by course instructors.

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 OEC 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.

Table 3 – Assessment Process

Activity	Responsible Person
1. At the beginning of each semester, at least one section of each class teaching assessment objectives will be selected. The instructors and chairs 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.	Course Instructors
3. Faculty Support prepares and summarizes the data. At least 20% or more of artifacts will be randomly selected.	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
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), 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 3 years by an assigned faculty member who teaches the course, 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 sent to the UAA Assessment Plan Committee. However, if major revisions are made to the plan during an assessment period, the revised version will be sent to the UAA Assessment Plan Committee for feedback and guidance, prior to the 5 year period. Doing so will ensure the effectiveness of the revised plan.

Appendix A: Course level direct assessment OEC ENTREPRENUERSHIP

Measure Description:

Course instructors will measure the following program objective in this course:

Student Learning Outcomes
1. Understand the process to prepare an effective business plan for a startup.
2. Learn to proactively search, identify, and evaluate new business, marketing, and technology opportunities.
3. Determine best financing options and prepare necessary materials for potential investors for funding.

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
5. Oral Reports	Individual reports delivered orally
6. Exams	Utilize specific questions in an exam that relate to the stated objective as a measure. Note: You may not use the entire exam score unless the exam is exclusively on the objectives measured here.

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 selected to 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 an 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 and program level student learning effectiveness.

COVER SHEET
OEC ENTREPRENEURSHIP ASSESSMENT
BA-A166 Entrepreneurship and Small Business Management

Student Name _____

Objective Measure:

Objective 1 - Understand the process to prepare an effective business plan for a startup.

Instruments:

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

Written Papers	<input type="checkbox"/>	Case Analysis	<input type="checkbox"/>	Group Projects	Exams	<input type="checkbox"/>
Quizzes	<input type="checkbox"/>	Oral Reports	<input type="checkbox"/>	Other Specify		

Assessment:

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

COVER SHEET
OEC ENTREPRENEURSHIP ASSESSMENT
BA-A286 Entrepreneurship and Innovation

Student Name _____

Objective Measure:

Objective 2 - Learn to proactively search, identify, and evaluate new business, marketing, and technology opportunities

Instruments:

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

Written Papers	<input type="checkbox"/>	Case Analysis	<input type="checkbox"/>	Group Projects	Exams	<input type="checkbox"/>
Quizzes	<input type="checkbox"/>	Oral Reports	<input type="checkbox"/>	Other Specify		

Assessment:

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

COVER SHEET
OEC ENTREPRENEURSHIP ASSESSMENT
BA-A386 The Startup Venture

Student Name _____

Objective Measure:

Objective 3 - Determine best financing options and prepare necessary materials for potential investors for funding.

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