



Academic Assessment Plan

College: College of Business and Public Policy

Program(s): GC Executive Leadership

Reviewed: Spring 2021

INTRODUCTION

Purpose. The purpose of this document is to provide a guide for assessing the overall academic effectiveness of the Graduate Certificate in Executive Leadership 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 including the requirement that actual results agree with the mission statements of the Department 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 order to certify the Graduate Certificate in Executive Leadership 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 graduate certificate, which can be applied to professions. The faculty is responsible pedagogically for the implementation, assessment, and analysis of the effectiveness and continued improvement of instruction.

RELATIONSHIP TO THE ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS INTERNATIONAL (AACSB) STANDARDS AND TERMINOLOGY. The Graduate Certificate in Executive Leadership is considered a “stackable microlearning credential” for the MBA program and is evaluated at the degree program level. The MBA degree program is accredited by the AACSB International (WWW.AACSB.EDU). While this plan was designed to meet AACSB standards and program definitions, it is consistent with Northwest Commission on Colleges and Universities (NWCCU) standards. The AACSB defines the term learning goal as follows: “Learning goals state the educational expectations for each degree program. They specify the intellectual and behavioral competencies a program is intended to instill. In defining these goals, the faculty members clarify how they intend for graduates to be competent and effective as a result of completing the program.”¹ The certificate learning goals are the equivalent of the program student learning outcomes (PSLOs) employed by the University of Alaska Anchorage (UAA) for accreditation by NWCCU. Throughout this document the AACSB terminology is used.

Under AACSB standards, each learning goal must be supported by one to four measurable learning objectives. A learning objective must be directly measurable in a way that can be mapped into a “yes, they did it” or “no, they didn’t” outcome. While at least one assessment tool must be used to measure each objective; multiple tools are encouraged. Readers of this plan should note that the term “learning objective” employed by AACSB is not the same as the term “program objective” employed in some UAA assessment plans and documentation.

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 Graduate Certificate in Executive Leadership addresses an unmet need for professional development for executive business leaders or aspiring leaders in Anchorage. The certificate focuses on developing the crucial leadership skills and core competencies for individuals to unlock innovation and growth, create energy, urgency, and drive results to lead and catalyze organizational change. It will target those who serve in a senior or executive C-suite level or leadership team members in transition to this level in the public, private, or nonprofit sectors. In addition, this certificate may appeal to MBA students seeking evidence of leadership training to augment their degree as they progress through the master program to differentiate and provide a competitive advantage in the workplace.

The Graduate Certificate in Executive Leadership consists of the following courses:

REQUIREMENTS – 12 credits

Table 1 – Required Courses

Course	Title	Credit
BA A632	Leadership and Organizational Behavior	3
BA A628	Executive Leadership	3
Choose six (6) credits from the following:¹		
BA A629 OR BA A461 ²	Negotiation and Conflict Management	3
BA A401	Alaska Native Corporation Business Management	3
BA A621	Change Leadership and Facilitation	3
BA A627	Leadership in the Multicultural Organization	3
PADM 601	Introduction to Public Administration and Policy	3
PADM 671	Alaska Policy Frontiers	3
BA A690	Advance Topics in Business	3
BA A6XX LOG A6XX PADM A6XX	Other BA, LOG, or PADM course as approved.	3
Total Credits		12

¹ One elective must be a BA elective, the second can be BA, LOG, or MPA.

² Only one 400 level course is permitted.

PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with an Executive Leadership Graduate Certificate will be able to:

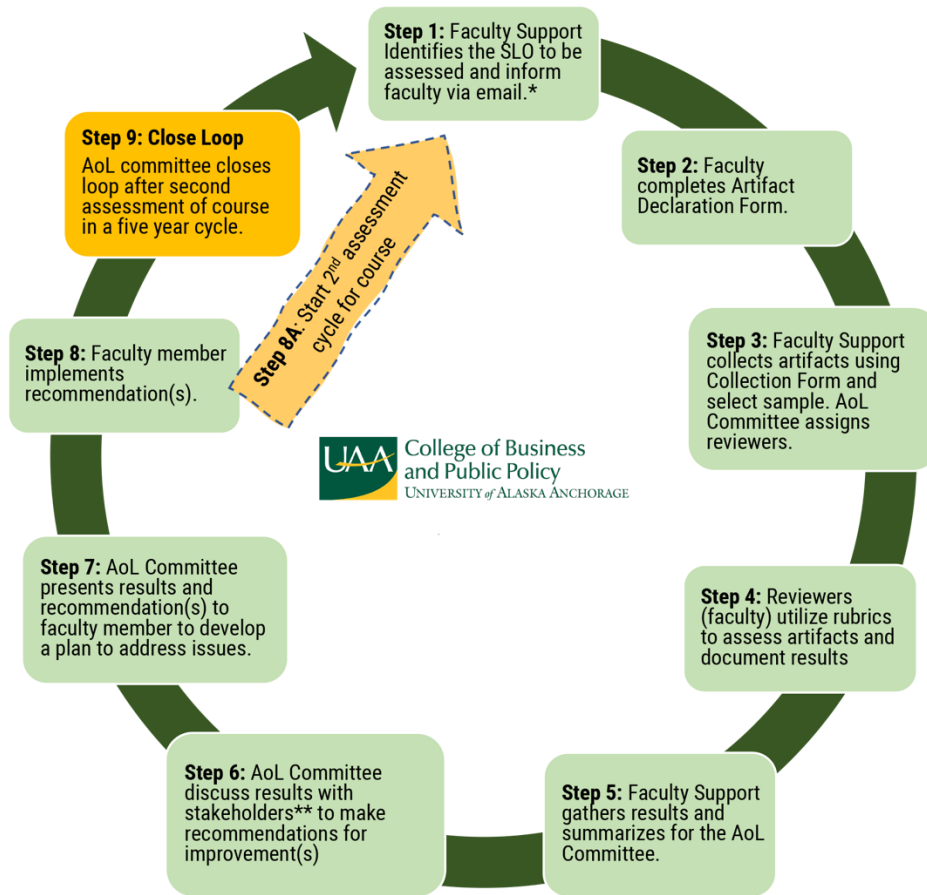
- Describe characteristics of leadership in settings at the organizational, team, and individual level
- Demonstrate an understanding of social responsibility and ethical reasoning and be able to apply it to decision making in a business organization

MEASURES

Goal/Objective	Course	Semester	Assessment Tool
Goal 4 – Describe characteristics of leadership in settings at the organizational, team, and individual level			
Objective 4.1 - Demonstrate knowledge of the roles of leaders and leadership styles in different business situations.	BA A632	Fall	Case Studies, Exams, Written Assignments, ePortfolios
	BA A628	Spring	Case studies, Exams, Written Assignments
Goal 6 – Demonstrate an understanding of social responsibility and ethical reasoning and be able to apply it to decision making in a business organization			
Objective 6.1 - Recognize the ethical challenges or dilemmas in business decision making and develop solutions to resolve the issue.	BA A632	Fall	Case Studies, Exams, Written Assignments, ePortfolios
	BA A628	Spring	Case studies, Exams, Written Assignments

The Goal and Objective numbers in this assessment plan align with the goals and objectives in the MBA Assessment plan.

ASSESSMENT PROCESS



* Faculty are contacted at the beginning, mid- and end of the semester to ensure that artifacts will be ready for collection and evaluation

** Stakeholders may include Curriculum Committee, Chairs, CBPP Director of Graduate Programs

Assessment Timetable

1. Faculty are contacted at the beginning of each semester and informed about the SLOs that will be assessed for the semester and completes provides information about the assignment and assessment tool.
2. Faculty Support collects artifacts and de-identify and select a 20-25% sample for assessment
3. The CBPP Assurance of Learning Committee will coordinate with the assistance of Faculty Support will compile and analyze collected data
4. The AoL Committee will discuss results with the instructor and if applicable, the CBPP Curriculum Committee

5. The AoL Committee and the instructor will make recommendations for the instructor to implement. This information will be shared with other stakeholders, e.g., chair, director of graduate programs, dean's office
6. The process will repeat for a second cycle and the loop will be closed after the second cycle. AACSB requires the assessment of SLOs twice in a five-year period and the loop closed once
7. The Director of Graduate Programs shall submit the Annual Academic Survey to the UAA Office of Academic Affairs (OAA) by June 15.
8. The Director of Graduate Programs will submit an Annual Academic Assessment Report to the CBPP Dean's Office for review and submission to OAA

Assessment will begin 2022/2023.

Goals for Student Success Rates

It is the goal that an average of 75% 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 faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the MBA program assessment plan. Changes may be made to any component of the plan, including the goals, objectives, assessment tools, collection methods, or any other aspect of the plan. Any changes are to be approved by the faculty of the program. A modified assessment plan will be forwarded to the CBPP Dean and the UAA OAA. This plan will also be reviewed and updated as needed every five to seven years as recommended by the UAA Faculty Senate Academic Assessment Committee or earlier if major changes are needed.

Appendix A - Rubrics

MBA LEARNING OUTCOME #4

Goal 4 - Describe characteristics of leadership in settings at the organizational, team, and individual level.				
Objective 4.1 - Demonstrate knowledge of the roles of leaders and leadership styles in different business situations.				
Performance Dimension	DOES NOT MEET EXPECTATIONS	SOMEWHAT MEETS EXPECTATIONS	MEET EXPECTATIONS	EXCEEDS EXPECTATIONS
1) Knowledge of leadership styles and theories	Student failed to identify leadership styles and theories	Student minimally identified leadership styles and theories	Student identified leadership styles and theories	Student identified and thoroughly understood leadership styles and theories

MBA LEARNING OUTCOME #6

Goal 6 - Demonstrate an understanding of social responsibility and ethical reasoning, and be able to apply it to decision making in a business organization.				
Objective 6.1 - Recognize the ethical challenges in business decision making and develop solutions to resolve the issue.				
Performance Dimension	DOES NOT MEET EXPECTATIONS	SOMEWHAT MEETS EXPECTATIONS	MEET EXPECTATIONS	EXCEEDS EXPECTATIONS
1)Recognize ethical challenge and appropriate judgement	Student failed to demonstrate awareness of the ethical challenge and appropriate judgment, and is uncertain what must be decided	Student has insignificant awareness of idea of the ethical challenge and poor judgment, and is uncertain what must be decided	Student has some awareness of and identifies the ethical challenge and logical reaction related theories/ concepts, including pertinent facts, and determines what must be decided	Student is aware of the ethical challenge and appropriate action to take in detail and related theories/ concepts, having gathered pertinent facts to determine exactly what must be decided