

**2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM  
(Due October 15 to the dean)**

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA is moving to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

**This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.**

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA and FERPA compliant. Do not embed any 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 AY21 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 can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press "Control-Z" or "Command-Z."

For technical assistance with this form, email Academic Affairs ([uaa.oaa@alaska.edu](mailto:uaa.oaa@alaska.edu)).

---

**PROGRAM SECTION (Due to the dean on October 15)**

*After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

**Submission date:** 10/13/2021

**Submitted by:** Kathryn Hollis-Buchanan, Associate Professor, khollisbuchanan@alaska.edu

**Program(s) covered in this report:** General Business AAS

*(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)*

If you selected "Other" above, please identify. *(100 characters or less)*

**College:** College of Business and Public Policy

**Campuses where the program(s) is delivered:**  Anchorage  KOD  KPC  MSC  PWSC

**Specialized accrediting agency (if applicable):** Select Specialized Accrediting Agency or N/A.

**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:**

## **INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES**

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

**1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

Students would comment that UAA offers high quality and interactive educational opportunities that include practical work in respective fields though community engagement opportunities. Particularly in the learning objectives being assessed this



year, relevant, current technology and course content are being utilized to teach content. Students are asked to simulate real world situations and have opportunities to design/implement materials that may be chosen and used by UAA business partners.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency?** Yes No

**If yes, please briefly describe. (500 characters or less)**

BA-A260: Students are required to choose an everyday object and create for it a new use, a marketable name, logo, slogan, radio ad and video commercial and "sell" it to the instructor. Creativity, placement and appropriate target market is critical. Those assignments that earn a grade exceeding 89% are presented to the community during our annual Showcase for Excellence presentations. Also, real-time responses to Super Bowl commercials help students understand the consumer motivators.

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency?** Yes No

**If yes, please briefly describe. (500 characters or less)**

Inviting community input for needs in CIS-A110 project work. Students appreciate the opportunity to be creative with a chance to have their work actually benefit their community. This has been successful in BA-A260, and based on community requests, we feel this might be an exciting opportunity for CIS-A110 students.

## PROGRAM STUDENT LEARNING OUTCOMES

- Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

***Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.***

CIS-A110 Objective 8.1: Communicate effectively in a variety of contexts and formats.

31% of students exceeded faculty expectations

41% met faculty expectations

28% failed to meet faculty expectations

CIS-A110 Objective 8.2: Define and describe current technologies and their application to business.

31% of students exceeded faculty expectations

41% met faculty expectations

28% failed to meet faculty expectations

BA-A231 Objective 3.2: Identify the three types of skills necessary for managerial success and describe the managerial functions of planning, organizing, leading and controlling.

43% exceeded faculty expectations

48% met faculty expectations

9% failed to meet faculty expectations

BA-A260 Objective 6.1: List and describe the four P's of marketing: product, price, promotion and place.

46% exceeded faculty expectations

30% met faculty expectations

24% did not meet faculty expectations

BA-A260 Objective 6.2: Explain how marketers meet the needs of the consumer and business markets through market segmentation, relationship marketing and the study of consumer behavior.

46% exceeded faculty expectations

30% met faculty expectations

24% did not meet faculty expectations

BA-A260 Objective 6.3: Describe the stages of the product life cycle and the marketing strategies at each stage.

46% exceeded faculty expectations

30% met faculty expectations

24% did not meet faculty expectations

**3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)**

The assessment coordinator informed applicable faculty, in Aug at their respective campuses of which course objectives we were assessing (according to our latest approved AAS-General Business Plan) Faculty sent assessment data, and once the document was prepared, the faculty involved with these objectives met to discuss feedback and possible improvements.

**4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)**

Students who remain active in our courses will at least meet faculty expectations. Content is presented in many ways to help meet differing student learning styles and is current and relevant.

5. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

Continue with active course scheduling collaboration to aid in student advising and retention. Referrals to campuses with active courses that students need is encouraged and will benefit students. In addition, this helps students to be well-prepared to move on to pursue higher level educational opportunities.

### PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. **In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY21.

**If you checked "Other" above, please describe. (100 characters or less)**

7. **Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

Courses being collaboratively scheduled has assured that student counts in each course are appropriate; particularly in courses that are interactive and where students learn the importance of learning from each other, as is the case in BA-A260. Faculty collaboration has improved and given us the opportunity to learn from each other and to better advise students into sections of courses that might work better for their learning style and/or schedule as well as preparing them for higher level

## STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent IR-Reports Program Review dashboard. Please review these data for your program, note any equity gaps, and describe steps you are taking or plan to take to close those gaps.

Metric	Definition	Rationale
JUNIOR GRADUATION RATE - BACCALAUREATE	The percentage of students who graduate with a bachelor's degree within four years of first reaching junior class status (60 credits). <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Junior graduation rate (after 60 credits) can reflect a department's success in helping students complete their degrees. Within their first 60 credits, students typically focus on completing GERs and often switch majors. Tracking how long it takes students to complete their degrees after 60 credits, when many students have likely committed to a specific major, can provide actionable information for departments.
COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division, and graduate).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students and (A, B, P) for graduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. Included in the denominator for graduate level are the grades C, D, F, W, I, NP, NB. Discipline acts as a proxy for a program. <i>Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.</i>	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.



9. Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)

**DEAN SECTION (Due to the program on January 15)**

After completing the Dean Section and signing it, the dean should email this form to the program, and copy [uaa\\_ooo@alaska.edu](mailto:uaa_ooo@alaska.edu) for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. Based on the program’s responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)

Faculty collaborated well across campuses to support the assessment. I will provide some staff support to assist the assessment process. 72% to 91% of students met or exceeded faculty expectation for goals. Faculty should consider setting an expectation goal. For example, AAS Acct has a goal of 80%. I encourage faculty to share best practices to work towards this expectation.

2. Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)

This year, faculty collaborated well across the campuses to implement the assessment process. I would like to see this continue and offer support. Excellent real-life assignment in BA A260, which supports a UAA core competency. As faculty ponder, how can this pedagogical approach be implemented in CIS A110 and possibly other courses? I encourage faculty to consider how to quantify post-grad success. This is challenging for all programs. I suggest faculty start documenting examples of core competency-communication for the 2022 assessment. Overall, I am pleased with how the faculty worked together to assess the Program Learning Outcomes.

Dean’s signature:



Date: 11/8/2021