

**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)).

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**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:** 10/15/2021

**Submitted by:** Chad Briggs, Director of Grad Programs/Assoc Professor of Public Policy & Admin  
cbriggs6@alaska.edu

**Program(s) covered in this report:** General Management MBA  
*(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):** Association to Advance Collegiate Schools of Business - International

**If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe:** The MPA and MPP programs are not covered by this accreditation body

### **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 say there are opportunities with the Tom Case Leadership Fellows program which provide leaders as mentors. BA A632 offers a simulated professional communication experiential activity. In BA A608, students develop a plan to incorporate Artificial Intelligence into their business strategies/models. ACCT 650 offers a simulation to resolve a business ethical dilemma. BA A628 brings in 8 - 10 local leaders to discuss leadership and to network

- **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 A608 Artificial Intelligence course has several components related to it. Besides this course, we offer BA A690 Advance Tableau. An annual AI webinar is going into its second year and soon to open the Alaska Data Science & AI Lab. The lab is a collaborative effort with the COEng. With data analytics and AI becoming more prominent in corporations, this holistic approach prepares students for all three aspects - Personal, Professional, and Community Engagement

- **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)**

## PROGRAM STUDENT LEARNING OUTCOMES

**2. 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.***

Goal 2 - Demonstrate an understanding of the key elements and tools of business performance improvement: Obj 2.1 Demonstrate through application an understanding of the content and appropriate use of performance measurement tools derived from disciplines such as Accounting, Finance, Marketing, and Strategy. (25% (7) students assessed) 5 - met expectation, 2-did not meet  
Goal 4- Describe characteristics of leadership in settings at the organizational, team, and individual

level : Obj. 4.1 Demonstrate knowledge of the roles of leaders and leadership styles in different business situations. (100% (22) students assessed - multiple choice) 21-met expectation and 1-did not meet expectations

Goal 6-Demonstrate an understanding of social responsibility and ethical reasoning, and be able to apply it to decision making in a business organization: Obj 6.1 Recognize the ethical challenges in business decision-making and develop solutions to resolve the issue (25% (12) students assessed) 1-Exceeded, 9-met expectations, 2-did not meet 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)**

Sept 2020 - faculty whose courses were being assessed completed a declaration form. Faculty documented the assignment and artifact for the SLO

May 2021 - Faculty were contacted to request artifacts for assessment

May 2021 - August, 15 2021 - Faculty were reminded to submit artifacts

August 15th - Aug. 25th - AoL committee received artifacts and prepared them for assessment

August 30 - Sept. 7th - AoL committee sent results of assessments and requested faculty to complete assessment form and return to the AoL Committee

Sept. 15th - Sept. 30 - AoL committee compiled data from assessment forms

Nov 4th: AoL Committee is scheduled to meet with faculty to discuss results

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

All objectives met the goal of 70% of student meeting or exceeding expectations. Faculty are planning to adjust instruction, and review and revise the courses in future semesters to ensure that students are meeting the goals. For example, changing assessment and working w/faculty teaching the prerequisite course. In addition, we are increasing our benchmark going forward to set a goal from 70% of students meeting or exceeding expectations to 75%.

**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)**

Faculty made a few recommendations: Consider different assessments, i.e., incorporating more case studies, adding more application focus questions, and discussing expectations of course with faculty teaching the prerequisites. Faculty teaching these courses will meet with the Assurance of Learning (AoL committee) to share their recommendations for their courses. Course artifacts collected in AY 22 will be assessed according to their recommendations. The AACSB requires courses to be assessed at least twice in a five year period.

## 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)**

Changes will be implemented AY22

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)

This AY, a more in-depth assessment was performed. The AoL Committee will share this year's results with all faculty. In addition, they will follow up with each faculty member who assessed this year to discuss their recommendations and offer additional recommendations. Faculty will have AY 21 to implement changes and will be assessed again in AY 22.

## 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)

Some of the students in BA A608 have filed patents based on their projects. Most MBA students are currently employed and some have experienced promotions after receiving their degree or changed jobs. How many exactly is difficult to quantify

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**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)**

The students are meeting program goals set at 70%. Faculty suggest raising it to 75%. Faculty should consider increasing the goal incrementally beyond 75% in the coming years. The Assurance of Learning (AoL) committee has improved the assessment process and has designated staff support to assist. The AoL committee met with faculty on Nov 4<sup>th</sup> to share best practices and reported results at the All College meeting on Nov. 12<sup>th</sup>. I suggest the AoL committee continue to refine the assessment process and keep faculty highly involved to maintain awareness. Going forward, faculty should consider ways to better determine post-grad success. I suggest faculty start documenting examples of core competency-communication for the 2022 assessment.

**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)**

The assessment process has evolved to include more faculty input. The current chairs of the AoL committee have helped to establish a more structured process that has been documented and shared with faculty. This has increased awareness about assessment and thus, improved student learning. The MBA recently added two grad certificates - Exec. Leadership and Business Analytics and AI which overlaps with the emphasis areas and is stackable w/ the MBA degree.

**Dean's signature:**



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**Date:** 1/4/2022