

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)**PROGRAM SECTION (Due to the dean on October 15)****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.

- 8. 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.**

- 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.

DEAN SECTION (Due to the program on January 15)

- 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 4th to share best practices and reported results at the All College meeting on Nov. 12th. 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:



Date: 1/4/2022