

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

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.***

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

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)**

**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)**

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