

**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).

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: 10/14/2021

Submitted by: Stasia Straley, Professor of Accounting, scstraley@alaska.edu

Program(s) covered in this report: Marketing BBA

(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: Only Bachelor and Master degrees are covered

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 have the opportunities to think strategically, targeting and segmenting customer insight, including basic needs and wants.



Students develop their technical competencies in digital marketing, brand positioning, etc.

Students develop their competencies to be entrepreneurial and innovative leaders. Communications include key stakeholders to implement marketing projects, getting support from colleagues and outsiders for ideas, and then mobilizing resources for the project's success.

- **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 A343 Students act as marketing researchers and conduct analysis for future clients.

BA A381 Students study their own purchase behavior.

BA A347 Students complete country snapshots for a foreign market and offer marketing advice.

BA A460 requires student groups to participate in market simulation competitions with over 500 business schools.

BA A482 examines content marketing strategies.

BA A480 examines media analytics tools.

- **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)

UAA BBA Marketing program is rigorously designed and has its unique strengths. As a solid program with a focus on marketing theory, methodology, tools, strategy, market exposure, business communications as well as organizational knowledge and leadership, our graduates have many opportunities in social engagement with marketing professionals in the local business community, which is vital for their future career success.

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 Knowledge of external and internal business environments.

Objective 2.1 Demonstrate knowledge of local, state, and global perspectives in business

160 - Met faculty expectations 18 - Did not meet faculty expectations

Objective 2.2 Demonstrate knowledge and understanding of social, economic, political, and legal implications for business environments.

189 - Met Expectations 38 - Did not meet faculty expectations

Objective 2.3 Communicate the importance of applying strategic management concepts when analyzing business opportunities and problems.

78 - Met Expectations 17 - Did not meet faculty expectations

Objective 2.4 Develop an understanding of cultural implications and how these influence business practices, decision-making processes, and all aspects of business relationships

2 - Exceeded faculty expectations 52 - Met faculty expectations 2 - Did not meet faculty expectations

Goal 4 Skills in professional interactions and human relations.

Objective 4.1 Demonstrate effective written communication in an appropriate professional format (i.e., formal or informal).

1 - Exceeded faculty expectations 5- Met faculty expectations 3- 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)

Sept 2020 - faculty who 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 were met for the Goal 2 PSLOs. In addition, for Obj. 2.1, all courses met the goal of 70% of students meeting/exceeding expectations. In Obj. 2.2, 2.3, and 2.4, in all but one course for each objective, students met/exceeded the 70% goal. Students did not meet expectations for Goal

4, in which only Obj. 4.1 was measured this year. Faculty are planning to adjust instruction, add discussion, and review and revise the courses in future semesters to ensure that students are meeting the goals. In addition, we are increasing our benchmark going forward to set a goal from 70% of students meeting or exceeding expectations to 75% of students meeting or exceeding expectations.

- 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 number of recommendations, including adding metacognitive activities for students. It was acknowledged that students need help learning how to learn, how to write, and how to read and comprehend material. It was discussed that the university should require students to take more remedial math and writing courses to prepare them for college-level classes. Students should be required to take classes that teach them how to succeed in college. It was recommended that the college provide full time tutoring. Instructors are focused on finding ways to encourage the students to actively participate in exercises and exploring options to add other assessment methods to the class.

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	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

Metric	Definition	Rationale
	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>	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)**

According to EMSI Alumni Insight Report, 69% of alumni work locally, 64% in a field related to their program of study (many of them have a double major in management and marketing), and their estimated salary is about \$75,819, being compensated about the same as institution's average alum.

Alumni Possess many different skills. Management is the most frequently stated skill, associated with 59% of alumni. This skill is often paired with 'Sales', 'Leadership', and 'Customer Service'. Management (59.04%), Sales (51.81%), Customer Service (39.76%), Leadership (37.35%), Microsoft Office (33.73%), Communications (31.33%), Microsoft Excel (28.92%), Research (25.30%), Social Media (25.30%), Public Speaking (21.69%).

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 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 has scheduled a meeting with faculty to share best practices. 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 even 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. Marketing courses offer experiential activities in BA A343, 381, and 460. A mentoring program for students is the Tom Case Leadership Fellows.

Dean's signature:

Date: 11/4/2021