

## REPORT ON AY2022-2023 ACADEMIC ASSESSMENT

**Submission date:** 11/22/2023

**Assessment Plan covered in the report:** Executive Leadership GC

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

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

**Submitted by:** Terry Nelson, Head of MBA/MSGSCM programs, tnelson15@alaska.edu

- 1. Please list and number the Program Student Learning Outcomes your program assessed in AY23. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

***Example: 1. Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.***

Objective 4.1 -Demonstrate knowledge of the roles of leaders and leadership styles in different business situations.

12 students exceeded expectations, 8 students met expectations, and 2 students did not meet expectations; These results exceeded faculty expectations.

- 2. Describe your assessment process in AY23 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. (1000 words or less)**

- In September 2022, faculty whose courses were being assessed completed the AoL Declaration form, where faculty documented their artifacts for the SLO being measured.
- In January 2023, faculty who taught fall 2022 were contacted to submit artifacts and assessment data using the AoL Submission form.
- In May 2023, faculty who taught spring 2023 were contacted to submit artifacts and assessment data using the AoL Submission form.
- In August 2023, reminders were sent to faculty who had not submitted their artifacts and assessment data.
- In September-October 2023, AoL Committee gathered and summarized assessment.

**3. What are the findings and what do they tell the faculty about student learning in your program?  
(1000 words or less)**

Objective 4.1 (BA A632) 91% of students met and exceeded expectations. In general, students demonstrated a knowledge or theories and application. The knowledge, abilities, and skills deficiency seems to mainly stem from a lack of technical writing skills.

**4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? No**

- i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

For Objective 4.1, Evaluating and disseminating the resources available to graduate students to enhance (and in some cases refresh) technical writing skills could be an avenue to correct these areas of concern..

**5. 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 AY23. *(If no options above were selected)*

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

6. 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. (1000 words or less)

While the student's performance exceeded AACSB expectations (75%), there is a need for students to improve their writing skills, specifically technical writing skills.

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**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? (200 words or less)

This is the first year the program was assessed. The Graduate School has workshops and professional development opportunities that may help with the evaluation and dissemination of the resources available to graduate students to enhance or refresh technical writing skills. When this information is distributed to the Head of the MBA program, the Head should convey this information to the MBA faculty. In addition, there is a writing center that students can utilize. Some students like to see an example of a successful assignment, so maybe this is a possibility.

2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)

Besides aligning with the SLO, the course addresses the purpose of this program which is "developing the crucial leadership skills and core competencies for individuals to unlock innovation and growth, create energy, urgency, and drive results to lead and catalyze organizational change." The faculty members should continue to recognize student skill deficits, such as writing, that can impact student success in the workplace and offer solutions.

Dean's signature:



Date: 11/26/2023