

Annual Program Assessment
Department of Business & Public Administration
AY2018-2019
Bachelor of Business Administration
Associate of Applied Science in Business Administration

1. Program Overview

UAS business programs are accredited by the Accreditation Council of Business Programs and Schools (ACBSP) and are delivered via distance out of the Juneau campus for the University of Alaska Southeast (UAS). This includes a Bachelor of Business Administration (BBA) with four emphasis areas and an Associate of Applied Science (AAS) with two emphasis areas. An brief overview of each degree is below:

- BBA: Prepares students to perform effectively in private businesses and public-service organizations. In AY2019, 26 BBA degrees were awarded: Accounting (12); Human Resource Management (2); Management (9); and Management Information Systems (3).
- AAS: Prepares students for entry into the job market. In AY2019, 28 AAS degrees in Business Administration were awarded: No Emphasis (5); Accounting (9); and General Business (14).

2. Program Student Learning Outcomes (PLOs)

The program outcomes for the BBA and the AAS degrees are outlined below. For specific program learning outcomes by emphasis, see Appendix A.

BBA Core - Upon successful completion of the BBA core curriculum, students will be able to:

1. Demonstrate functional business knowledge across essential business disciplines.
2. Utilize effective teamwork and management skills.
3. Employ critical thinking skills, analytical abilities, and problem solving techniques.
4. Communicate effectively and professionally.
5. Competently use technology in the business environment.

AAS Core - Upon successful completion of the AAS core curriculum, students will be able to:

1. Communicate effectively within a business environment.
2. Perform basic financial and managerial accounting skills.
3. Apply mathematical problem-solving techniques to business issues.
4. Describe basic legal concepts and the judicial system, with emphasis on business law.
5. Describe basic economic concepts with emphasis on individual economic decision-making and market outcomes.

3. Data Collection Methods

The annual program assessment plan for the BBA/AAS outlines a process for evaluating program learning outcomes by utilizing data from Peregrine to examine inbound/outbound testing and comparisons to our external peer groups: 1) ACBSP Western Region, 2) Online Delivery, 3) Publicly Owned Institutions, and 4) the Northwest Commission on Colleges and Universities (NWCCU). As noted in the business program assessment plan, this year's assessment now includes a new element which is the review of outcomes from CAPSIM, a simulation experience in BA462 Strategic Management Capstone taken by all seniors.

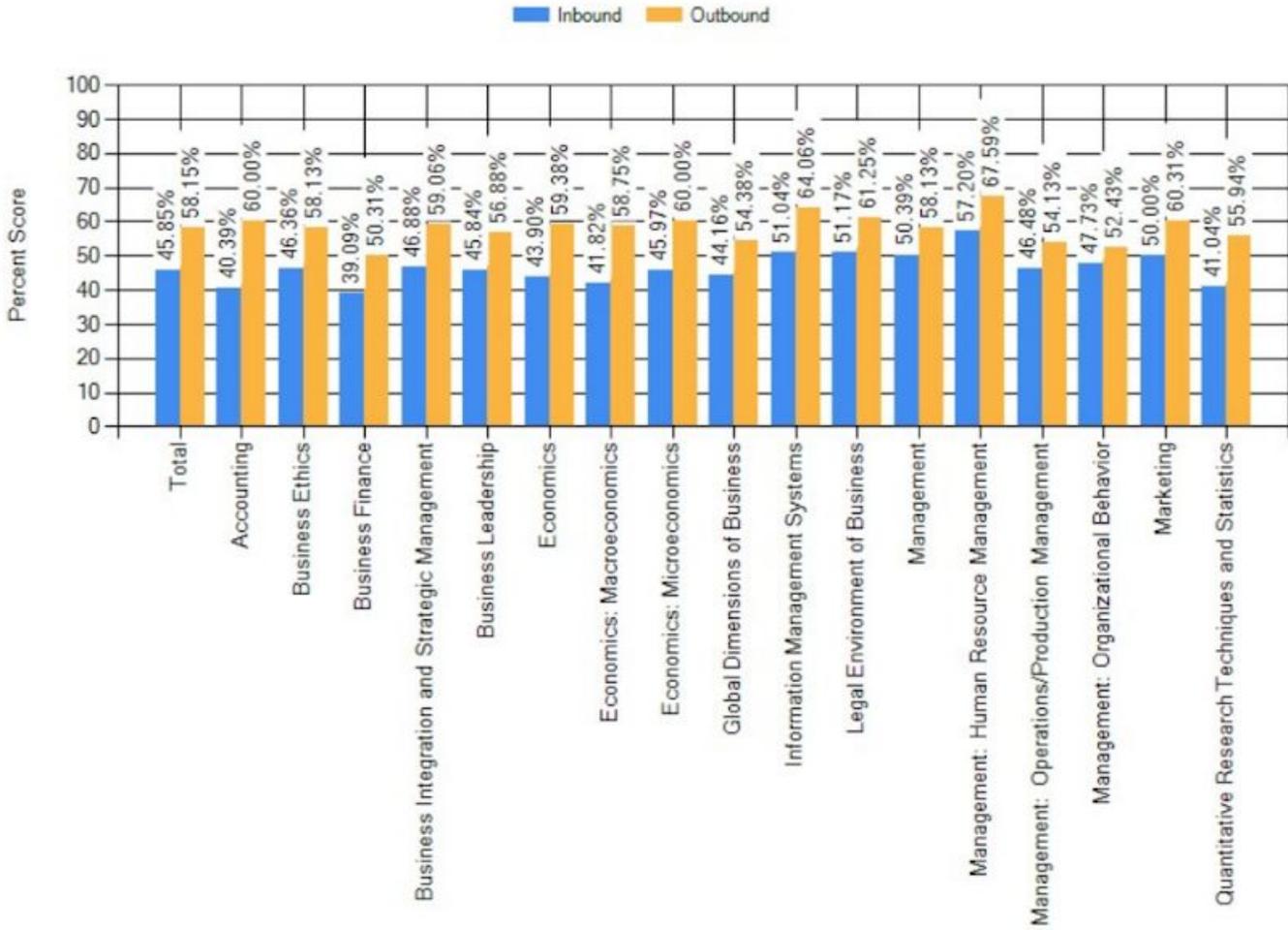
4a. BBA Data from 2018-2019 Academic Year

SOURCE 1

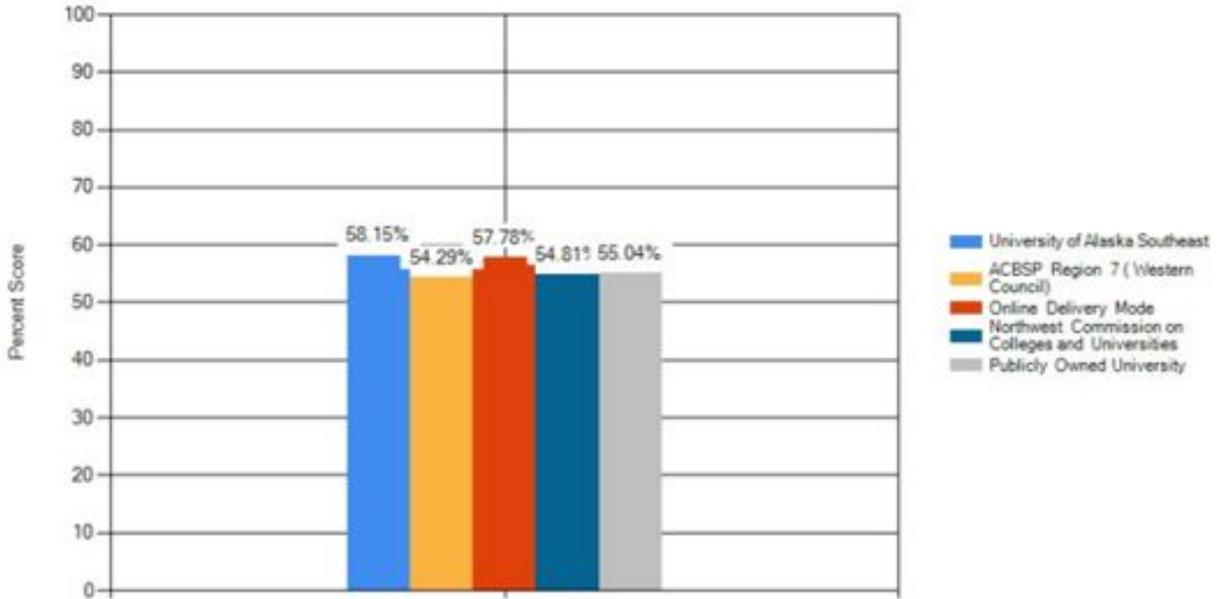
Comparison of Inbound Exam Results with Outbound Exam Results

August 15, 2018 - August 14, 2019

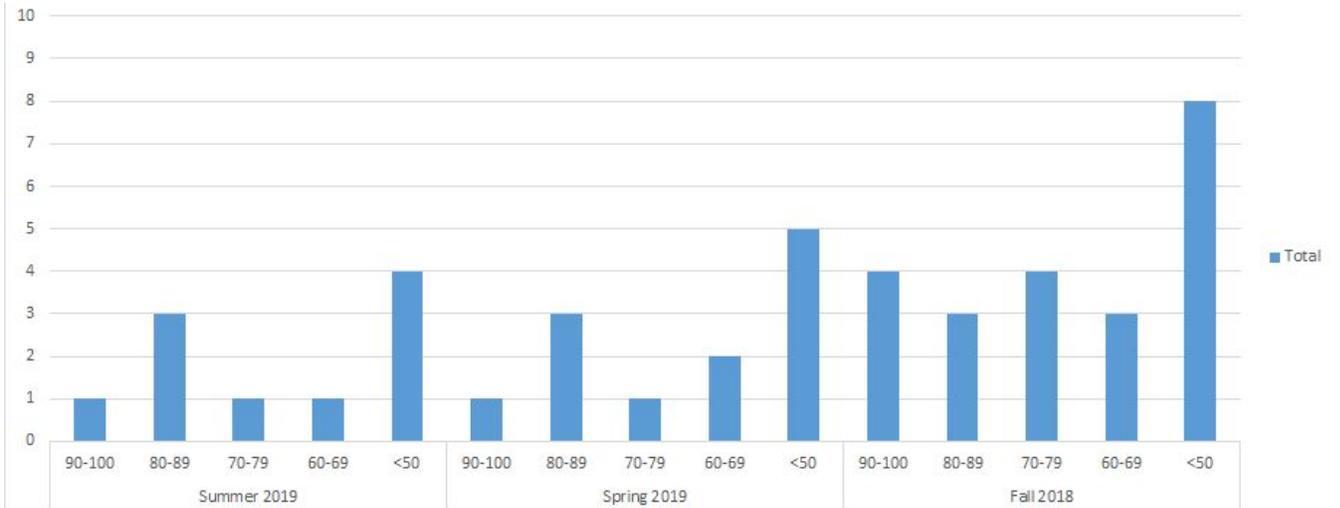
n = 109 (Inbound 77; Outbound 32)



SOURCE 2
Outbound Exam Total Results Compared to External Peer Groups
 August 15, 2018 - August 14, 2019
 n = 32



SOURCE 3:
CAPSIM Balanced Scored Results
 Fall 2018; Spring 2019; Summer 2019
 n = 44



SOURCE 4
Pair-Wise Analysis*
 August 15, 2018 - August 14, 2019
 n = 19

*See explanation in Section 5.

4b. AAS Data from 2018-2019 Academic Year

The department began collecting data from Peregrine for this program in AY2018-2019. To date, only one (1) student has completed the exam so it will be some time before the data becomes meaningful.

5a. BBA Evaluation of Data

A side-by-side overview of exam averages for inbound and outbound tests during this academic year (Source 1) reveals that learning significantly increased between the start and the finish of the program. While this data source does not compare any specific individual student's inbound scores to their outbound scores (see Source 4 for pairwise data), it does provide a benchmark to comprehensively assess students' business knowledge upon entering the program and an overall comprehensive assessment of students' business knowledge when they leave. Additionally, when comparing the outbound exam average results of UAS students to our designated peers (see Source 2), UAS is the leader in all instances across each of these groups (3.9% above ACBSP Western Region; 0.4% above Online Delivery; 3.3% above NWCCU; and 3.1% above Publicly-Owned Universities).

Also included in this year's annual program assessment report are Balanced Scorecard results from CAPSIM (Source 3). This simulation was implemented in AY2016 and is considered to be the market-leading simulation for business programs. It is administered in the BA462 Strategic Management Capstone course on an individual basis (as opposed to a team exercise) to ensure that students effectively utilize their own strengths in order to maximize performance and to mitigate individual weaknesses. This data gauges student performance by assessing measures across four business categories: financial, internal business processes, customer, and learning/growth. The result ranges provided are based on student performance in comparison to more than 3,000 others competing in the simulation. While there is a slight decrease in students' scoring in the highest range from Fall 2018 to Summer 2019, fewer students scored in the lowest range in this complex learning experience.

Pairwise data (Source 4) was also collected for students that completed both the inbound exam (in an earlier academic year) and the outbound exam (in AY2018-2019). The purpose of this pairwise reporting is to show a summary of individual student results over time. Observations include an overall 13% increase in average scores with significant improvements being made in Human Resources Management (+19.4%), Marketing (+15.8%), Business Finance (+15.8%), and Legal Environment of Business (+13.2%), to name a few. Due to a different process for collecting inbound data in the past, this sample size is small and interpretations should be cautiously applied; the sample size is expected to increase over time.

5b. AAS Evaluation of Data

The department began collecting data from Peregrine for this program in AY2018-2019. To date, only one (1) student has completed the exam so it will be some time before the data becomes meaningful.

6a. BBA Program Retrospective

Some areas that faculty will explore for possible improvements include the following topics with <54% average scores on the outbound exam:

- *Global Dimensions of Business (54.4%)* - There is no dedicated course in the core curriculum; faculty can give consideration to designating classes for adding global modules/content.
- *Business Finance (50.3%)* - With recent changes in faculty resources, results will be monitored for possible improvements over time.

- *Organizational Behavior (52.4%)* - May reflect content-validity bias. Only students in the Management emphasis and the Human Resource Management emphasis are required to take BA351 Organizational Effectiveness; it is not taken by students in the Accounting emphasis or the MIS emphasis unless they choose to take it as an elective. Cohort data results will be monitored over time and faculty can consider revising core curriculum requirements if necessary. Additionally, recommend an examination of the distractor response report for assessed topics.
- *Operations/Production Management (54.1%)* - May reflect content-validity bias. Only students in the Management emphasis are required to take BA412 Operations Management and Production; it is not taken by any other BBA students unless they choose to take it as an elective. Cohort data results will be monitored over time and consider revising core curriculum requirements if necessary). Additionally, recommend an examination of the distractor response report for assessed topics.

For the CAPSIM simulation results, several options can be explored in an effort to improve student scores including: 1) make the practice rounds available for credit; 2) conduct focus groups with select students for direct feedback; 3) change the simulation from an individual experience to a team experience; 4) consult an available external expert for suggestions on logistics and support in an online delivery environment; 5) leverage vendor-provided training opportunities for instructor; 6) add video recordings for student tutorials; and/or 7) require live sessions with instructor for consultation. These options will be evaluated by the Program Coordinator to determine what, if anything, needs to be changed.

Going forward, the business program will continue to uphold all ACBSP standards and strive to make improvements in those areas as needed (see ACBSP report). Additionally, the Management emphasis is scheduled for recalibration in the near future by the Program Coordinator. Lastly, cohort data and pairwise data will strengthen the quality of the annual program assessment reports in the years to come.

6b. AAS Program Retrospective

Collection of data from AAS students will increase over time. Because there is not a formal capstone course for the AAS degrees, the department chair is working with advising staff to ensure that all AAS students complete the Peregrine exam during their last semester of coursework prior to graduation. That data will then be used to inform curriculum improvements as needed in the AAS degrees.