

# University of Alaska Southeast

## School of Business

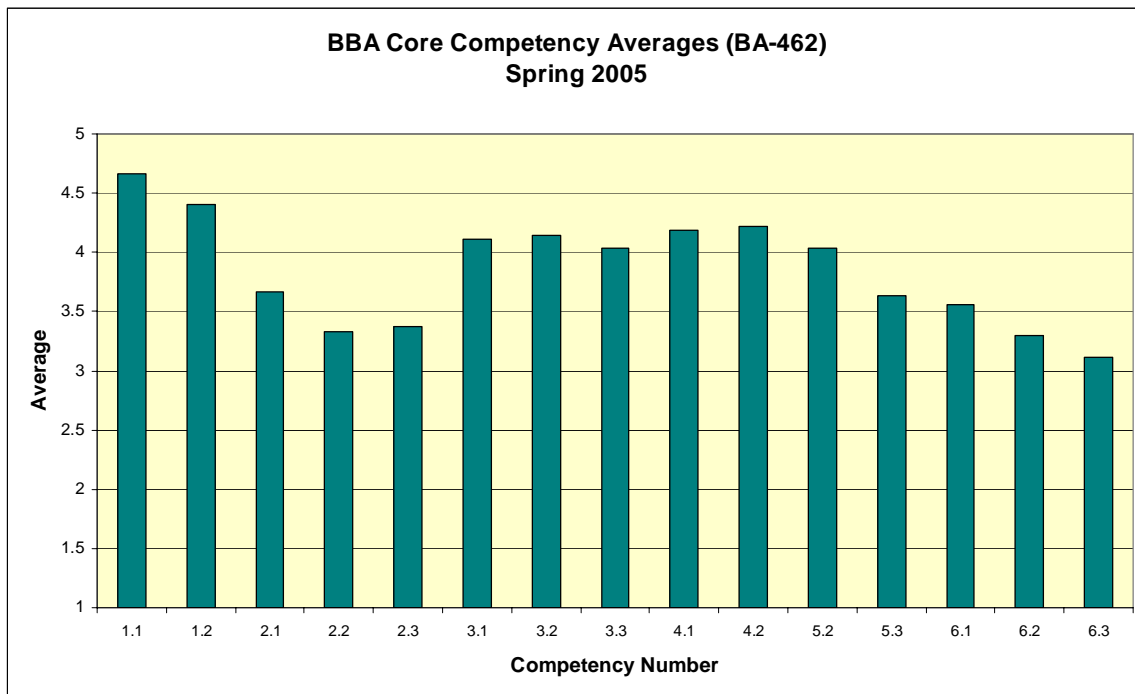
### Assessment of Competencies

The UAS Bachelor of Business Administration core competencies were finalized in April 2005. The selected approach called for measurement of the most competencies in BA-462 (Administrative Policy). BBA students were assessed for these competencies for the first time in the spring 2005 semester of BA-462 and the summary results are presented below. The single competency assessed in BA-490 (Political and Social Environment of Business, competency 5.1, was not assessed in the spring but will be assessed for the first time in fall 2005.

Comp #	Competency	Average*
1.1	Professional writing skills	4.67
1.2	Presentation skills	4.11
2.1	Recognizing need for quantitative analysis	3.67
2.2	Choosing appropriate quantitative tools	3.33
2.3	Interpreting results of quantitative analysis	3.37
3.1	Understanding role of information in solving problems	4.11
3.2	Define search criteria, locate, and access information	4.15
3.3	Evaluate accuracy, validity, and relevance of information	4.04
4.1	Selection of appropriate management technologies	4.19
4.2	Understanding the role of information systems	4.22
5.2	Working in various roles with diverse individuals/groups	4.04
5.3	Assumption of leadership roles	3.63
6.1	Working with unstructured problems	3.56
6.2	Using data, exercising judgment, and assessing risks	3.30
6.3	Understanding the holistic and systemic nature of organization	3.11

\* Average is based on a scale of 1 to 5.

From the table above and graph below, the initial trend seems to indicate that students are strong in communication skills, information literacy, and computer usage. The group measured tended to be weaker in quantitative skills and critical thinking. My observations are that students are generally capable of solving quantitative problems if they are presented single problems and given the appropriate tool. They are less skilled in assessing complex problems and trying to determine the right tools. Likewise, they struggle in highly unstructured situations or situations in which there are multiple issues that are interrelated. For planning purposes, we might want to consider how we can begin to integrate more unstructured and ambiguous problems and issues earlier in the program.



From here it would seem that we need to accomplish three things in parallel:

- (1) We need to clearly define a rubric for each of the competencies. In assessing this time, I looked at the key assignments and assigned a score based on judgment. This process would have been much easier...and I think more objective with a good rubric.
- (2) We need to institutionalize this process. I have collected the data, entered it into a spreadsheet, and summarized in this report. In the fall and next spring we will begin to see assessment results from the emphasis areas as well as the remaining competency to be assessed in BA-490. There needs to be a single person or position collecting and integrating this information to produce summary reports and to ensure that the material is appropriately archived.
- (3) Finally, we need to identify how we will feed this information (and future information) into our planning process.