

Business Administration Program Outcomes Assessment Plan
Bachelor of Business Administration
Associate of Applied Science Business
Associate of Business
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I. Student Learning Goals

The Business programs are designed to develop the workplace skills and facilitate the intellectual growth and ethical behavior of business professionals and public managers throughout Alaska and in the Yukon Territory of Canada. Through the study of responsible and responsive behavior it also engenders an informed citizenship. All students should:

1. possess the technical skills expected of an entry-level professional in their chosen discipline.
2. be able to apply their knowledge to new fact situations

II. Exit Outcomes

Business faculty developed a general set of skills we expect all of our A.A.S., A.B. and B.B.A. students to exhibit for the six global competency areas. A seventh competency area was added for all degree programs focusing on skills or expertise specific to that degree/emphasis area. In most instances, students in higher degree programs are expected to be more proficient in the desired skill areas. The grading rubrics used for assessment are where the gradations of skill expected at the various degree levels are differentiated. Assessment for the general business administration degree is conducted entirely in the general education courses and the business core since essentially all of the major emphasis requirements in the programs are made up of electives.

BBA Program Competencies with Related Specific Outcomes and Objectives (based on the 6 UAS Student Competencies):

UAS has defined six competency areas in which students will be assessed during their time in their degree programs. In addition to discipline specific content, individual course curriculum is designed to measure those competencies that are appropriate for the specific course. What follows is a description of the competency areas and a matrix that indicates which courses serve to measure which individual competencies.

Competency in Communication:

- 1.1 Students possess effective professional writing skills appropriate in their fields.
- 1.2 Students can make effective presentations supplemented by appropriate technology.

Competency in Quantitative Skills:

- 2.1 Students recognize organizational contexts where quantitative analysis may provide useful insights, and understand the nature of data needed to use various quantitative analysis tools.
- 2.2 Students can select and apply appropriate quantitative techniques.
- 2.3 Students understand how to interpret analytical results and formulate logical conclusions based upon the results.

Competency in Information Literacy:

- 3.1 Students understand the role of information in helping organizations operate efficiently and effectively, and in solving management problems.
- 3.2 Students can define search criteria, locate, and access appropriate information.
- 3.3 Students can effectively evaluate the accuracy, validity, and relevance of information for use in management decision making.

Competency in Computer Usage:

- 4.1 Students demonstrate competency in the selection and use of appropriate management technologies.
- 4.2 Students understand information systems, their role in management functions and organizational communications, internally and externally.

Competency in Professional Behavior:

- 5.1 Students understand ethical and professional responsibilities of managers. They recognize ethical dilemmas and formulate effective ethical strategies for dealing with those situations.
- 5.2 Students can work effectively in various roles with diverse individuals and groups to achieve common goals.
- 5.3 Students can assume leadership roles. They can quickly understand what needs to be done, organize, prioritize, and delegate tasks.

Competency in Critical Thinking:

- 6.1 Students are able to identify, evaluate, analyze, and solve diverse and unstructured management problems in unfamiliar settings.
- 6.2 Students can use, synthesize, and evaluate data / evidence, exercise judgment, and assess risks in reaching decisions to solve real-world problems.
- 6.3 Students understand the holistic and systemic nature of the organization and its internal and external environment.

Seventh competency area for specific B.B.A. degree emphases**Accounting Emphasis –**

- 7.1 Students will be familiar with managerial accounting techniques and how to utilize them in decision making for an organization.
- 7.2 Students will be able to gather, summarize, analyze and interpret financial data.
- 7.3 Students will be able to apply decision rules from accounting, finance, management, marketing and statistics.
- 7.4 Students will be knowledgeable about the purposes, elements, and preparation of financial statements.
- 7.5 Students will possess the accounting skills expected of an entry level professional.

Management Emphasis –

- 7.1 Students will recognize and understand the forces involved in organizational culture, team work and change management and will be able to make management decisions that leverage the organization and mitigate weaknesses. (BA-351)
- 7.2 Students will understand the role of organized labor in business and be capable of analyzing negotiation and implementation strategies related to labor contracts. (BA-361)
- 7.3 Students will demonstrate the ability to integrate workforce development issues such as human resource planning, recruitment, training, evaluation, and promotion into overall organizational strategy. (BA-361)
- 7.4 Students will understand issues such as finance, production/operations, human resource management, and ethics within the context of international business. (BA-487)

Marketing Emphasis –

- 7.1 Students understand customer behavior, the customer decision process for buying and repurchase, and the concept of segmentation, and can apply this knowledge to specific industries to identify customer segments.
- 7.2 Students understand and use customer orientation in decisions, as well as how the firm's internal capabilities and resource constraints affect such decisions.
- 7.3 Students know the various tools of marketing and how to implement them in specific industries.
- 7.4 Students can use the set of marketing tools as a coherent, internally consistent whole.

Entrepreneurship Emphasis –

- 7.1 Students will develop appropriate entrepreneurial management skills (including opportunity analysis and business plan evaluation, writing and refinement, and marketing) to help the student increase the chances of their own entrepreneurial success.
- 7.2 Students will become familiar with the range of decisions implicit in marketing and entrepreneurial financial management.
- 7.3 Students will be able to identify appropriate sources of debt and equity funding to set up, launch, grow and exit their business.
- 7.4 Students will be able to determine how the student's own company, large or small, can operate more entrepreneurially.

Human Resources Management Emphasis – (*In Progress*)

- 7.1
- 7.2
- 7.3
- 7.4

III. Curriculum Mapping

Associates of Applied Science (A.A.S.) Course Mapping

* = content is presented

X = primary assessment occurs

Competencies	Courses where content is presented and where assessment occurs									
	ENG 111	COMM 111	ACCT 201	ACCT 202	ACCT 222	BA 151/ BA 166	BA 201/ BA 301	BA 330	CIOS 260/ ENG 212	CIOS 235/ CIOS 240
1.1	*			*			*	X	X	
1.2		*		*				X		
2.1			*	*				X		
2.2				*X						
2.3				*X						
3.1				*				X		*
3.2								X		
3.3				*				X		
4.1					*	*		X		*
4.2								X		
5.1				*				X		
5.2				*				X		
5.3								X		
6.1				*				X		
6.2				*				X		
6.3								X		

Associates of Business (A.B.) Course Mapping – (In Progress)

* = content is presented

X = primary assessment occurs

	Courses where content is presented and where assessment occurs									
Competencies	ACCT 201	ACCT 202	BA 151	BA 152	BA 201	BA 241	BA 260	BA 232	CIOS 105	CIOS 260
1.1										
1.2										
2.1										
2.2										
2.3										
3.1										
3.2										
3.3										
4.1										
4.2										
5.1										
5.2										
5.3										
6.1										
6.2										
6.3										

Bachelor of Business Administration (B.B.A.) Course Mapping

* = content is presented

X = primary assessment occurs

Competencies	Courses where content is presented and assessment occurs												
	ACCT 201	ACCT 202	CIOS 235/ CIOS 240	BA 374/ STAT 273	BA 310/ ACCT 316	BA 301	BA 325	BA 330	BA 343	BA 375/ BA 412	BA 490	BA 498	BA 460 Cap-stone
1.1		*			*	*		*	*		*		X
1.2		*							*				X
2.1		*				*	*						X
2.2		*		*			*						X
2.3		*					*		*				X
3.1		*	*		*	*			*				X
3.2						*			*		*		X
3.3		*		*					*		*		X
4.1					*					*			X
4.2					*	*							X
5.1		*				*							X
5.2		*				*			*		*		X
5.3						*							X
6.1		*				*	*		*		*		X
6.2		*				*	*	*	*		*		X
6.3						*					*		X

B.B.A. – Accounting Emphasis Course Mapping

* = content is presented

X = primary assessment occurs

Competencies	Courses where content is presented and where assessment occurs				
	ACCT 310	ACCT 311	ACCT 312	ACCT 342	ACCT 452
7.1				X	
7.2		X	X	*	*
7.3	*	*	*	X	X
7.4		X	X	*	*
7.5	*	*	*	*	X

B.B.A. – Management Emphasis Course Mapping

* = content is presented

X = primary assessment occurs

	Courses where content is presented and where assessment occurs				
Competencies	BA 351	BA 361	BA 487	BA375/ BA 412	BA 426/ BA 427/ BA 454
7.1	X	*	*	*	
7.2	*	X	*		*
7.3	*	X	*	*	
7.4			X		*

B.B.A. – Marketing Emphasis Course Mapping

* = content is presented

X = primary assessment occurs

	Courses where content is presented and where assessment occurs				
Competencies	BA 311	BA 363	BA 427	BA 446	BA 442/ BA 465
7.1					
7.2					
7.3					
7.4					

B.B.A. – Entrepreneurship Emphasis Course Mapping

* = content is presented

X = primary assessment occurs

	Courses where content is presented and where assessment occurs				
Competencies	BA 363	BA 427	BA 485	BA 351/ BA 361	BA 332/ BA360
7.1	*	X	*	*	*
7.2	*	*	X		*
7.3	*	*	X		*
7.4	*	X	X	*	*

B.B.A. – Human Resources Emphasis Course Mapping – (In Progress)

* = content is presented

X = primary assessment occurs

	Courses where content is presented and where assessment occurs				
Competencies	BA 351	BA 361	BA 426	BA 461	BA 466
7.1					
7.2					
7.3					
7.4					

IV. Assessment Methods and Measures

The main assessment of learning objectives in the BBA degrees is conducted in the capstone class:
BA 462 – Administrative Policy.

The following is an articulation of the measures used to assess student proficiency in the BBA Core:

Number	Mid-Prg Measure	Assignment	End-Prg Measure	Assignment	Other Course	Other Course
1.1	BA-301	Weekly case studies Research projects	BA-462	Mid-Continent Case Study Airline Annual Report		
1.2	BA-301		BA-462	Weekly Case Study Presentation Annual Report Presentation		
2.1	BA-374/ BA-412		BA-462	Weekly Case Study Analysis Airline Management Audit		
2.2	BA-374/ BA-412		BA-462	Weekly Case Study Analysis Mid-Continent Case Study Airline Management Audit		
2.3	BA-374/ BA-412		BA-462	Weekly Case Study Analysis Mid-Continent Case Study Airline Management Audit		
3.1	BA-310/ ACCT-316		BA-462	Airline Management Audit		
3.2	BA-310/ ACCT-316		BA-490	Research Project		
3.3	BA-310/ ACCT-316		BA-490	Research Project		
4.1	BA-310/ ACCT-316		BA-462	Airline Management Audit Weekly Case Study Analysis		
4.2	BA-310/ ACCT-316		BA-462	Airline Management Audit		
5.1	BA-301	Weekly case-studies and their discussions	BA-490	Case Study Code of Ethics		
5.2	BA-301	Team Project	BA-462	Airline Management Audit Case Study Presentations		
5.3	BA-301	Team Project	BA-462	Airline Management Audit Case Study Presentations		
6.1	BA-301	Weekly case studies and their discussions	BA-462	Mid-Continent Case Study Weekly Case Study		

Number	Mid-Prg Measure	Assignment	End-Prg Measure	Assignment	Other Course	Other Course
6.2	BA-301	Weekly case studies Research projects	BA-462	Airline Management Audit Mid-Continent Case Study Weekly Case Study Analysis		
6.3	BA-301	Weekly case studies Research projects	BA-462	Airline Management Audit Mid-Continent Case Study Weekly Case Study Analysis	BA-490	Case Study

V. Cycle of Assessment, Data Collection Strategy, and Program Improvement

A. Comparing Actual Results to Goals

Assessment of Competencies, Spring 2004

At the close of the semester the BPA Faculty and adjuncts teaching upper level core courses met to discuss student performance relative to expectations. Two problem areas were identified:

- 1) students have difficulty with finance topics in BA 462, Administrative Policy, especially financial statement analysis.
- 2) Students remember financial statements from accounting but are not able to interpret those statements for management decisions in courses such as Finance, BA 325, and BA 462, Policy.

In response to the problems identified, the Business Faculty decided to change the focus of Accounting 201, Principles of Financial Accounting, and Acct. 202, Principles of Managerial Accounting, from a financial statement preparer focus to an emphasis on using financial statement information for management decisions. The new course orientation includes expanded coverage of ratios and other financial statement analysis techniques. The change was made for Acct. 201 courses beginning fall 2004 and Acct. 202 classes starting spring 2005. Since most students take the accounting courses in their freshman or sophomore year, any impact of this adjustment is not expected to be apparent until 2006.

Assessment of Competencies, Spring 2005

The UAS Bachelor of Business Administration core competencies were finalized in April 2005. Exit measurements of those competencies were conducted for the four year degrees for the first time in BA 462, Administrative Policy, during spring 2005. Summary results are presented in the table below. Only competency 5.1 was not assessed in BA 462. Item 5.1 will be assessed in BA 490, Political and Social Environment of Business, 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.

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. 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.

To address the weaknesses identified in the exit assessment in spring 2005, the Business Faculty decided to integrate more unstructured and ambiguous problems and issues earlier in the program, specifically in Acct. 202 and BA 301.

B. Outcomes will be assessed each April or May at the end of the spring semester.

C. Existing resources are sufficient.

D. An assessment summary will be written up by the instructor in each of the assessment classes.

The summaries will be discussed at the spring meeting described in B above. A summary of the assessment findings and any program adjustments made in response to those findings will be written up by the Chair of BPA. The summary and any supporting documentation will be given to the Dean of Business, Public Administration and IS for storing. The report should specify when results from any changes might be expected and build assessment of the outcomes into the timeline in part B above.