



ANNUAL PROGRAM ASSESSMENT PLAN
Bachelor of Business Administration and Associate of Applied Science Business
October 2017

CYCLE OF ASSESSMENT

Program learning outcomes for business education at UAS for the BBA and AAS degrees are to be assessed annually using this plan that incorporates data collection and analysis, a review process to ensure progress and improvement for our business programs, and to establish evidence of student learning. In addition to meeting UAS institutional requirements and Northwest Commission on Colleges & Universities (NWCCU) accreditation requirements, this will also serve to reinforce our Accreditation Council of College and Business School Programs (ACBSP) initiative.

REVIEW STRATEGY

This plan assesses program learning outcomes using internal, external, formative and summative information that will be gathered and analyzed on an annual basis. At a minimum, three (3) successive sets of periodic assessment data will be analyzed to identify trends, mitigate weaknesses, and explore opportunities for improvement. This assessment plan is designed to incorporate comparative data over time, as recommended by ACBSP, to establish evidence of student learning.

All program learning outcomes will be measurable and made available on an annual basis to the faculty and administration. Additionally, it should be noted that course grades and grade point averages are specifically excluded and will not be used as data. This approach institutionalizes four values that are important to the program's success and which mirror similar ACBSP values: 1) management by fact, 2) long-range view, 3) results-oriented, and 4) design quality. By placing an emphasis on these values, we create a link between the program learning outcomes and ACBSP standards that emphasize student assessment.

As noted in the ACBSP standards, data can be classified as follows:

- Direct - Assess student performance by examining samples of student work.
- Indirect - Assess indicators other than student work.
- Formative – An assessment conducted during the student's education.
- Summative – An assessment conducted at the end of the student's education.
- Internal – An assessment instrument developed within the business unit.
- External – An assessment instrument developed outside the business unit.
- Comparative– Compare results between classes, online vs. local, between professors, between programs, between campuses, and/or external results.

The table below lists the data points that will be used to prepare the assessment report:

Degree	Data Point	Type
BBA	● Student Exit Survey	Indirect, Summative, Internal
	● Peregrine (UAS Inbound vs. UAS Outbound)	Direct, Summative, Internal
	● Peregrine (UAS Outbound vs. Online Outbound)	Direct, Summative, External
	● Peregrine (UAS Outbound vs. Region 7 Outbound)	Direct, Summative, External
	● Prior Annual Assessments	Indirect, Summative, Internal
	● CAPSIM (Cohorts, Y-O-Y)	Direct, Summative, Internal
	● CAPSIM (UAS vs. Normed Data)	Direct, Summative, External
AAS	● Prior Annual Assessments	Indirect, Formative, Internal
	● Peregrin (UAS Outbound vs. Online Outbound and Region 7 Outbound)	Direct, Summative, External

PROGRAM LEARNING OUTCOMES

The program promotes the following learning outcomes:

BBA – Core Curriculum

The BBA program is intended to provide a comprehensive course of study that prepares students for professional positions in the private sector, public fields, or non-profit arenas.

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

AAS - Core Curriculum

Graduates of the AAS program will be able to identify, describe and explain the various areas of businesses and organizations such as management, marketing, accounting, finance, human resources, information technology, and economics. Additionally, AAS graduates will demonstrate business knowledge, which positions them for third year admission into upper division and emphasis area academic studies or for workplace placement in related jobs. Upon completion of the AAS core curriculum, students will be able to:

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

TIMELINE:

Beginning in January, faculty will review the prior academic year assessment data to prepare the annual program assessment report due to the Provost on or around March 1. Following that in May, faculty will add spring semester information to help us make recommendations for the following academic year to be implemented in August and/or examined at convocation. Faculty expect to have comprehensive academic year data following several cycles of assessment.

RECOMMENDATIONS

Following each review cycle, areas for improvement will be targeted along with identified areas of strength. Undergraduate business faculty will follow this plan and work collaboratively to recommend curriculum changes that address gaps and that provide a clear path forward toward continued improvement.