

## **UAS Business Programs**

### **AY2017-2018 Annual Program Assessment Report**

#### ***Bachelor of Business Administration (BBA) and Business Administration Associate of Applied Science (AAS)***

In accordance with the Provost's schedule for annual program assessments and with the Provost's permission to use Standard 4 data from the UAS BPA self-study ACBSP accreditation efforts currently underway which comport with the institution's assessment requirements, an analysis of student learning outcomes for a similar academic time frame, as well as a five-year lookback, is provided below. For all business programs. The business programs assessed in this report include the Bachelor of Business Administration (BBA) and the Associate of Applied Science (AAS). Additionally, as required by the Provost, this report contains a program overview, a description of all student learning outcomes (SLOs) by program, an explanation of the data collection process, related SLO data (see attached addendum), an evaluation of learning outcomes data for both internal measures and external instruments, and accompanying discussion by emphasis area with noted improvements and suggested recommendations. See separate document for comments on the certificate and endorsement programs offered through the BPA at UAS.

### **PROGRAM OVERVIEW**

At UAS, the business programs are designed to give a broad educational experience across a range of core organizational functions that prepare students for success in any industry within Alaska and beyond. Degrees, certificates and endorsements offered include:

- Bachelor of Business Administration with emphasis areas in Accounting, Human Resource Management, Management, and Management Information Systems
- Associates of Applied Science in either Accounting or General Business
- Certificates in Accounting
- Occupational Endorsements in Accounting and Small Business Management

These business programs are marketed as a 100% distance-delivered option and it does include a few lower-level general business and accounting courses that are offered both online and in Juneau. Also, while the majority of these business students are located in Southeast Alaska, there are also a substantial amount of students in Anchorage and Fairbanks, as well as place-bound students in outlying areas across the state. Business faculty are highly engaged in professional service, the scholarship of integration, and student success. The program is in the middle of a tenure-track search for an additional accounting faculty and plans a search next year for a management faculty to backfill a spot currently held by a term position. Both of these positions need to be at the PhD or DBA level to not only to fulfill ACBSP business education accreditation requirements for doctorally taught student credit hours, but also to ensure a full complement of resources that demonstrate a

commitment to advising, teaching, and services offered with students being top of mind.

### **EXPLANATION OF DATA COLLECTION PROCESS**

The business unit shall have a learning outcomes assessment program. The University of Alaska Southeast (UAS) strategically places self-assessment at the heart of its activities. Through this commitment to continuous self-reflection and improvement, UAS has developed a culture of assessment that guides decision-making institution-wide as detailed on the [Provost's assessment website](#). A key facet of UAS' assessment activities is assessing student achievement of pre-defined learning outcomes. The process starts with the development of learning outcomes assessment plans for each academic program, followed by plan implementation, reporting, and ultimately looping back the insights gained from this process into program improvements. Program reviews, required by Board of Regents policy, are an integral part of our practice to ensure that we meet UAS's mission. Reviews focus on data-informed evidence of quality teaching and learning, graduation effectiveness, success of graduates in securing employment or advancing their educational goals, community engagement, adequacy of available resources, alignment with related programs at UAS and across UA, and program elements requiring improvement.

The business program faculty have also engaged in active internal and external assessment of the business curriculum and the associated student and program learning outcomes. The discussion that follows primarily covers the program or department level assessment of business-specific outcomes, though there is some overlap with the institutional competencies. The main external assessment in our current process is standard inbound and outbound testing (Peregrine). This is done at the formative level (in BA251: Management Skills) to establish student benchmarks and at a summative level as an exam that is offered in the final course (BA 462: Capstone). Other internal assessments are also discussed, such as a simulation that students complete in the Strategic Management Capstone (CAPSIM) and a simulation that is introduced in the human resource management principles course, and an introductory case study. BPA will launch a graduating students exit survey for all business students to be launched in Spring 2019.

**Figure 1 – Student Learning Outcomes Assessment Data**

| <b>Degree</b> | <b>Data Point</b>  | <b>Type</b>   |
|---------------|--|---|
| BBA           | 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)                                       | Indirect, Formative, Internal,<br>Direct, Summative, External |
| AAS           | Prior Annual Assessment  | Indirect, Formative, Internal,<br>Direct, Summative, External |
|               | Peregrine (UAS Outbound vs. Online Outbound and Region 7 Outbound) | Indirect, Formative, Internal,<br>Direct, Summative, External |

**DESCRIPTION OF LEARNING OUTCOMES BY DEGREE**

**AAS General Business**

Generating Program Learning Outcomes for the general Associate's Degree (AAS), and an associated assessment program requires some understanding of the degree at UAS. It is unique in that it is a dual-purpose degree, with some students using it as a bridge to the four-year degree and others seeking a terminal AAS to gain access to the workforce. The State of Alaska's (a major employer/stakeholder) job requirements are increasingly looking at credit hours and experience (often in combination), so some students may seek a terminal AAS for any entry-level (and even mid-level) positions.

Previously, UAS had two degrees, an Associate of Business (AB) for those moving on to the BBA and an AAS as a more terminal applied option; however, these were seen as duplicative and even confusing. The more popular AAS is now the only degree option (with an emphasis in

accounting available as an option). Competencies that speak to transitioning into a four-year degree or completing the terminal degree are key to ensuring consistency across business programs.

UAS also uses Peregrine<sup>1</sup> and it does not have an AAS exam per se. Rather the Peregrine test summary notes that, for a two-year degree, the faculty simply choose a partial list of topics. To provide a stand-alone AAS test would present a sequence issue. The BBA is a four-year degree program and with many transfer and continuing students, the AAS testing point remains a challenge. The BA 251 course might serve in some capacity as both an entry that is a formative measure for the BBA (approximately when they enter the major) and also a summative test point for the AAS.

This may be the best alternative, as having a separate formative and summative exam for the AAS would require too much testing. One insight from this process is that the primary difference in the AAS and BBA is the breadth and depth of topics and courses, particularly around the emphasis areas (which have different competencies).

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*Peregrine Exam Summary states: "For an Associate Degree CPC-based COMP Exam, the institution's staff select which CPC Topics best align with learning outcomes and the program curriculum (usually 4-6). The undergraduate test bank of questions is used for both associate and bachelors levels because: a) The questions are associated with foundational knowledge levels. b) Using the same test bank for both associate and bachelors level testing is an accreditation/articulation requirement for undergraduate transfer students completing a degree program at the associate level and continuing forward with a bachelors program."*

### Program Learning Outcomes - Core Curriculum

Our AAS graduates will generally 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

### Program Learning Outcomes - General Emphasis

The AAS with a General Business emphasis prepares students for entry-level positions in business such as customer service supervisor, accounting assistant, account representative, or assistant manager. Upon completion of the AAS with a General Business emphasis, students will be able to describe, explain, or apply the principles of:

1. Perform basic accounting practices and techniques.
2. Utilize basic management and interpersonal skills.
3. Use relevant applications for business purposes.
4. Appreciate technology and its relevance in the workplace

### Program Learning Outcomes - Accounting Emphasis

The AAS with an Accounting emphasis prepares students for entry-level accounting positions, such as bookkeeper, accounting clerk, and payroll clerk, and paraprofessional positions in public accounting firms, non-profit organizations, and government. Upon completion of the AAS with an Accounting emphasis, students will be able to describe, explain, or apply the principles of:

1. Utilizing generally accepted accounting principles to include accurately recording economic events and preparing general purpose financial statements.
2. Solving managerial accounting and cost accounting concepts problems.
3. Using an electronic spreadsheet package and computer applications or system processes for accounting purposes.

4. Recording, summarizing, and interpretation of accounting and/or payroll data.

### **Bachelor of Business Administration (BBA)**

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.

#### Program Learning Outcomes - BBA Core Curriculum

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

- 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.

#### Program Learning Outcomes - BBA Accounting Emphasis

In addition to BBA core program learning outcomes, students will be able to:

1. Describe managerial accounting techniques and how to apply them in decision-making for an organization.
2. Gather, summarize, analyze and interpret financial data.
3. Explain the purposes, elements, and preparation of financial statements.
4. Apply the methods of financial planning and control, and asset management.
5. Explain the components of Generally Accepted Accounting Principles and internal controls and how they apply to different types of entities.
6. Describe the accounting information system, its processes, and its uses in an organization.

#### Program Learning Outcomes - BBA Human Resource Management (HRM) Emphasis:

In addition to BBA core program learning outcomes, students will meet the following HRM program learning outcomes.

1. Management Development - Evaluate skills related to self- awareness, stress management, problem solving, and relationship building while striving for improvement.

2. Human Resources - Explore basic elements of the human resource function to include recruiting and selection, training and development, compensation and benefits, employee relations, and employment law.
3. Organizational Behavior - Examine individual, group, and organizational variables that influence job performance and organizational commitment.
4. Strategic HR - Develop methods and professional competencies to strategically align HR programs with organizational goals and objectives while effectively attracting, developing, and maintaining an effective workforce and managing organizational change.

#### Program Learning Outcomes - BBA Management Emphasis

In addition to BBA core program learning outcomes, students will be able to describe, explain or identify the salient concepts related to:

1. Global dimensions of business and culture
2. Operations, Quality Management and Control
3. Strategy, Competition, Planning and Decision making
4. Human Resources, Stakeholders, Leadership, and Change Management.
5. Ethical dimensions of Business.

#### Program Learning Outcomes - BBA Management Information Systems Emphasis

In addition to BBA core program learning outcomes, students will be able to

1. Understand how to use information technology to enhance business operations and strategic decision-making in organizations.
2. Take a systematic and user-centered approach to analysis, design, development, implementation, and maintenance of information systems solutions.
3. Describe the role that IT infrastructure plays in supporting business operations.
4. Identify appropriate information technology strategies to manage risk, reduce vulnerabilities and threats, and apply appropriate safeguards/controls through an organizational security policy.
5. Understand how to use database management systems to manage organizational data and information and to use data in decision-making.

### **LEARNING OUTCOMES ASSESSMENT**

## EXTERNAL MEASURES

The inbound summative data is gathered for all BBA students in BA 251 and the outbound summative data is collected in the senior capstone course, BA 462. Both of these courses are required within the BBA degree. Several trends are evident in reviewing inbound and outbound Peregrine data over a five year period (see Addendum: 5-Year Peregrine Executive Summary-Internal). UAS students have significantly and consistently achieved higher inbound scores than students in the aggregate pool (all peer ACBSP institutions). This trend holds true across all 17 topic areas within the business program. There are several potential reasons for this difference. First, UAS business students tend to be non-traditional students, many of whom have been in the workforce for several years. There are also many transfer students who have attended college elsewhere in some form. Thus, professional work experience or previous coursework could potentially provide these students with some knowledge of the topic areas not afforded to traditional students entering college straight out of high school.

Another possible reason for this difference may be related to the fact that the inbound test is administered in a 200-level course, which means that it is taken by some students who may have already completed one year of college during which additional learning could have taken place and could affect the inbound benchmark data. If a large number of schools in the aggregate pool (all peer ACBSP institutions) administer the inbound exam to students who are brand new to college, this could contribute to the differences in scores. Pinpointing the reason behind the higher inbound scores would require further analysis, but these would be good places to start the examination.

There is ample evidence that learning is occurring between the two-year formative and four-year summative assessments. In the five-year period under review, UAS improved across all topic areas from 45.2% on the inbound scores to 59.8% on the outbound scores. Outbound scores in each topic area were at least improved by 11% (Marketing), and at most improved by 18% (Accounting and Business Integration & Strategic Management). That said, there is still room for improvement upon this metric by focusing on topic areas where less improvement is seen between inbound/outbound scores and lower scores, such as Marketing (11% change, outbound score 55.59%).

The strongest outbound scores (above 60%) are in areas where there are dedicated full-time faculty resources, such as accounting, business law, information management systems, and human resource management. Conversely, the lowest outbound scores (below 55%) tend to be in areas where full-time faculty is lacking, such as marketing, quantitative research, global dimensions of business, and production/operations management. Another relatively low score area is Economics. Currently, UAS has one full-time, term faculty member with this skill set and that



individual is part of the Department of Social Sciences within the School of Arts and Sciences based out of the Ketchikan campus.

The next step in this assessment process will be to benchmark and strive for upward trends in all areas. There is an ongoing plan to continue the collection and analysis of data, identify additional areas for improvement, and measure ongoing progress towards those goals. One possible performance metric goal is to set a target of 60% or higher in ALL topic areas within a reasonable timeframe, and then set future incrementally goals accordingly. **Inbound and Outbound Peregrine**

Peregrine is used for all BBA and emphasis area programs (direct/external testing). These inbound and outbound Peregrine data comparisons are provided below using the 5-year timeframe (see attached) for UAS and ACBSP institutions.

The data summarized in the table below demonstrate that significant learning has taken place for the UAS business students between the inbound and outbound exams. The largest margin of increase occurring in Strategic Management (18%), Accounting (18%), Business Finance (18%), Global Dimensions of Business (15%) and Quantitative Methods (15%) and the smallest margin of increase occurring in Macroeconomics and Microeconomics (10%). For internal comparison purposes, all outbound topic scores are ranked at 55% or higher except Macroeconomics (53%), which indicates this areas could use additional attention and focus. Additionally, without exception, UAS has outperformed all peer ACBSP institutions across every business topic under evaluation.

**Table 1 - Peregrine Comparisons: Inbound vs. Outbound Scores for UAS & ACBSP 2014 - 2018**

|                                | Peregrine Inbound |       | Peregrine Outbound |       | UAS<br>Inbound v<br>Outbound | ACBSP<br>Inbound v<br>Outbound |
|--------------------------------|-------------------|-------|--------------------|-------|------------------------------|--------------------------------|
|                                | UAS               | ACBSP | UAS                | ACBSP |                              |                                |
| Accounting                     | 44.96             | 41.26 | 62.94              | 53.15 | 17.98                        | 11.89                          |
| Business Ethics                | 45.95             | 41.41 | 59.55              | 53.25 | 13.60                        | 11.84                          |
| Business Finance               | 40.60             | 36.12 | 57.76              | 48.21 | 17.16                        | 12.09                          |
| Strategic Management           | 45.75             | 42.35 | 64.06              | 57.00 | 18.31                        | 14.65                          |
| Business Leadership            | 46.14             | 44.30 | 58.50              | 55.06 | 12.36                        | 10.76                          |
| Economics                      | 44.63             | 40.28 | 57.10              | 50.49 | 12.47                        | 10.21                          |
| Economics: Macroeconomics      | 42.36             | 39.05 | 54.55              | 49.44 | 12.19                        | 10.39                          |
| Economics: Microeconomics      | 46.90             | 41.63 | 59.65              | 51.63 | 12.75                        | 10.00                          |
| Global Dimensions of Business  | 40.77             | 39.73 | 56.05              | 52.28 | 15.28                        | 12.55                          |
| Information Management Systems | 51.04             | 48.03 | 65.77              | 60.05 | 14.73                        | 12.02                          |
| Legal Environment of Business  | 47.97             | 46.98 | 63.15              | 57.86 | 15.18                        | 10.88                          |
| Management                     | 48.90             | 44.48 | 61.33              | 56.78 | 12.43                        | 12.30                          |
| Management: Human Resources    | 51.24             | 48.02 | 65.10              | 60.65 | 13.86                        | 12.62                          |
| Management: Ops/Production     | 43.30             | 40.79 | 55.02              | 53.10 | 11.72                        | 12.31                          |
| Management: Org Behavior       | 52.22             | 45.74 | 63.81              | 57.76 | 11.59                        | 12.03                          |
| Marketing                      | 44.16             | 40.93 | 55.59              | 53.90 | 11.43                        | 12.97                          |
| Quantitative and Statistics    | 41.15             | 38.95 | 55.63              | 51.16 | 14.48                        | 12.21                          |

**OBSERVATIONS BY EMPHASIS AREA**

In AY2016-2017, the department added cohorts for the purpose of measuring overall learning outcomes for the BBA degree by emphasis area. At present, there are not enough comparison points in that data set to make an informed evaluation of the program effectiveness by program. It is anticipated that a deeper analysis can be conducted by emphasis area in either AY2019-2020 or AY2020-2021, depending on the number of observations available within Peregrine. With that in mind, current notable broader observations by emphasis area are provided.

#### Human Resource Management Emphasis

UAS offers the only undergraduate business degree in the State of Alaska with a Human Resource Management emphasis and it is also conveniently distance delivered. Additionally, the faculty member responsible for leading the HR program currently serves as a board member on the Alaska SHRM State Council as the statewide College Relations Director and also received the Accreditation Council for Business Schools & Programs (ACBSP) 2016 Teaching Excellence Award for Western Region 7.

BPA and UAS have received global recognition by the Society of Human Resource Management (SHRM) for its BBA degree with an emphasis in Human Resource Management. The program's curriculum was formally acknowledged by SHRM as aligning with documented standards for HR Curriculum Guidebook and Templates. The guidelines are part of SHRM's Academic Initiative to define HR education standards taught in university business schools and help universities develop degree programs that follow industry standards. It should also be noted that a virtual student chapter of SHRM was approved in May 2016 and strides have been made to vitalize this fledgling unit into a fully functioning organization with student leaders and related activities to include attending tri-state student HR conferences, state-wide professional HR conferences, case competitions, fundraising, communication, and development opportunities.

Additionally, all students in BA 361 Introduction to Human Resource Principles class engage in a team-based HR simulation experience via Interpretive Simulations. The simulation provides students with a series of scenarios corresponding with various HR topics (i.e. staffing, training, compensation, safety, benefits) being studied in the textbook and with HR-related decisions that must be made while managing budget constraints and competitive data. This exercise is designed to help students understand how HR-related decisions directly impact company key performance indicators to include productivity, employee morale, employee turnover, unit cost, and payroll. Students report satisfaction with the learning experience and a deeper understanding of the complex nature of HR with its attending outcomes, cost, and associated risks.

#### Management Information Systems Emphasis

The MIS emphasis is currently in its fourth year, with the majority of students being part-time. In many of the emphasis courses, students complete hands-on final projects that require them to demonstrate skills in information systems design and development, and to apply theory to support and explain the decisions they make along the way. For example, in CIS 371 Systems Analysis and Design, the final project requires students to use the first four phases of the Systems Development Life Cycle as a framework for developing a plan to analyze and design an information system to replace a dated and/or failing system. Students develop the business scenarios on their own, and they are encouraged to draw from their own work experiences, wherever possible. In fact, a large number of students use real-world scenarios from their workplaces in their projects. Other CIS courses such as CIS 430 Data and Information Management and CIS 310 Management Information Systems have similar authentic tasks as final assessments.

### Accounting Emphasis

As noted above, the main external assessment in the BBA program is standard inbound and outbound testing (Peregrine). Accounting program faculty review inbound and outbound testing results in the areas of Accounting and Business Finance. Accounting faculty have developed student learning outcomes (SLOs) for all accounting and finance courses. Our first level of measurement and analysis consists of mapping applicable course SLOs to testing areas to ensure that we are including adequate teaching and learning opportunities to our students on testing topics. Furthermore, faculty review student test results to determine whether curricular changes are necessary.

In addition to the inbound/outbound tests for all BBA program students, accounting students take an outbound accounting exam in our Auditing course, ACCT 452. This outbound exam includes 31 unique supplemental accounting topics (Appendix G: Peregrine Accounting Outbound Report). At the beginning of each academic year, accounting faculty review supplemental topics to ensure that they are relevant areas to test students. The accounting program course SLOs are then mapped to the subset areas of the supplemental topics to ensure we are covering the wide breadth of accounting issues within our curriculum. Finally, student results are reviewed to determine whether course and/or program level curricular changes are necessary.

### Management Emphasis

As presently designed, there is some overlap between the Human Resource Management and the Management emphases. The faculty are in need of a dedicated resource with expertise in the latter area to conduct an overhaul of the program and own that curriculum. This position was previously filled by first a three-year emergency term hire without a doctoral level education and more recently by a tenure-track faculty line which provided to be an unsuccessful hire. At present, the need is filled by a doctorally-qualified professor on a one-year term contract which will be extended

into AY2019-2020 as the BPA conducts another full-time tenure track search to address this gap. Until then, outcomes remain consistent and strong compared to peer groups.

## **LEARNING OUTCOMES ASSESSMENT**

### **INTERNAL MEASURES**

Examples of internal assessment are used across the curriculum. The main internal assessments for all students include the following:

#### **1) Simulation in Strategic Management Capstone**

- *CAPSIM Foundation* - In the final BA 462 Strategic Management capstone course, all BBA students currently engage in a simulation project designed to integrate learning aspects across the entire degree curriculum to include marketing, price, promotion, research and development, inventory, production capacity, training, recruiting, TQM, financing, sustainability, and ethical considerations. The CAPSIM Foundation simulation focuses on the fundamentals of business strategy and involves students competing independently against computer-based companies in a simulation environment. This market-leading simulation was implemented in Fall 2016 and focuses on individual performance to ensure that students effectively utilize strengths to maximize performance and mitigate weaknesses through additional learning experiences.

#### **2) Culminating Projects**

- a. BA151 - Introduction to Business: With the goal of introducing and identifying key concepts in business, students complete a case profile of a real firm. The profile requires the application of all facets of the course to a publicly-traded company the student follows and studies during the semester.
- b. BA251 - Management Skills: Students complete personal assessments for each management concept and create a culminating final report that articulates a professional development plan with accompanying learning outcomes.
- c. BA310/CIS310 - Management Information Systems: Students complete a culminating final project in which they identify a business or organizational problem that could be solved (or mitigated) by an information system. They explore various information systems that fulfill those needs, and make a recommendation based on their findings (note that accounting students are not required to take this course).
- d. BA343 - Principles of Marketing: Students spend the semester studying marketing-related concepts and developing modules covering each core area: product, price, place, promotion. They then aggregate those pieces into a comprehensive presentation during which they pitch their idea for a new product or product-line

extension for their selected company.

- e. BA476 - Project Management: Students complete a culminating final project in which they are given specifications for a fictional project, and they apply the major aspects of the project life cycle to define, plan, execute, and close the project.
- f. BA490 - The Political and Social Environment of Business: Students evaluate a corporate citizenship report using established criteria, develop a crisis management plan or a crisis management case study, and apply course concepts to a Fortune 500 company in a comprehensive final project.
- g. BA498 - Business Research: Students create a business research project based on their employer or interest creating a problem statement, a literature review, designing the type of study that would best fit the problem and how to collect data, culminating in a final project presenting the research to their leadership for consideration and implementation.
- h. CIS240 - Database Concepts and Applications: Students complete a culminating final project in which they are presented with business requirements for a database for a fictional company. They apply basic relational database theory to design and diagram a proposed database structure, and then they build the database from scratch (note that students can select either this course or CIS235 Spreadsheet Concepts and Applications).

**3) Course Experiences/Internships** -Students engage in meaningful internships within the Southeast Alaska community. Examples include the Juneau Convention & Visitors Bureau and the United Way of Southeast Alaska, both in Juneau, and Holland America/Princess Cruise Lines in Skagway, AK. Additionally, the Accounting program offers an array of internship options including the Alaska Permanent Fund Corporation, public accounting firms, and state and local government finance departments.

### **Specific Improvements**

The business programs are in the early stages of making specific improvements to courses. For example, as was previously mentioned, the MIS emphasis is new as of AY2015-2016, with several courses being offered for the first time in AY2016-2017. That said, courses implementing Peregrine testing are actively being monitoring to see which areas of Information Management Systems tend to have lower outbound scores. For example, while outbound scores in the Information Management Systems subject area average above other ACBSP Region 7 by about seven (7) percent, there are a few topic areas where UAS students are slightly below the ACBSP Region 7 averages. Notably, we are six (6) percentage points behind in the Artificial Intelligence topic, and 4 percentage points behind in Internal and External Networks.

One working hypothesis is that the students who struggle with these concepts are not taking the course in which the topics are covered: BA310 Management Information Systems (i.e. students in the Accounting emphasis are required to take Accounting Information Systems in place of Management Information Systems). In the future, Peregrine scores will be broken down by emphasis area (i.e. cohort) and those account settings were put into place in Fall 2016; this will allow faculty to better scrutinize results to see if lower levels of student understanding can be attributed to those individuals who are potentially not taking the course(s) in which the topics are covered. For example, if the data reveals that it is the Accounting students that are struggling with these concepts, the program requirements could be modified or the Accounting Information Systems course could be revised to include the topics covered in the Information Management Systems subject area. This remains to be seen pending further testing. In addition, the instructor for BA/CIS 310 has recently incorporated learning materials and an assignment that cover Artificial Intelligence, and will watch to see if this has an effect on this topic in 2018-19 test results.

Specific improvements have also been made in the Human Resource Management emphasis and courses in the following ways:

- National Recognition for Curriculum Standards - In AY2014-2015, the curriculum for the Human Resource Management emphasis was internally reviewed by the faculty advisor against known professional standards in the field. This is valid through 2020.
- Statistically-Oriented Research Approach - In BA351 Organizational Effectiveness, the standing textbook was replaced with an expert source that places a heavy emphasis on statistical data to demonstrate the legitimate correlation between the course concepts being studied and the outcomes of focus for an effective organization (this course is also required in the Management emphasis).
- Curriculum Enhancements
  - Following a thorough review of the curriculum for the human resource management emphasis area, one course was phased out (BA 427 Financial Management for Non-Finance Majors) and replaced with a class dedicated to organizational change management. While human resource professionals are often known for being employee champions and administrative experts, they must also be competent strategic planners and effective agents of change as this competency is critical for success in the field of human resource management. This is also a valuable skill for all professionals within any field of business so this course now serves as an approved elective for all BBA majors, particularly for those students interested in general management, information systems, or project management. This resulted in a new course - BA481 Organizational Change - being added to the curriculum.
  - An additional new course was developed as a special topic in Spring 2019 focused

on Total Rewards to include compensation, benefits, work/life balance, training/development, and employee engagement. Simultaneously, curriculum changes were approved in Spring 2019 by the Undergraduate Curriculum Committee (UGCC) to include this course in the emphasis requirements. This class will take the place of BA461 Labor-Management Relations in terms of credits, although the union class will continue to be offered on an annual basis to satisfy advisor-approved elective requirements while also giving HR students and others in the business program more course options in the area of Human Resources.

- o Since Fall 2013, major culminating projects have been added in several emphasis areas to ensure learning outcomes which includes:
  - HUMAN RESOURCES MANAGEMENT
    - BA351 Organizational Effectiveness - Students identify an employer to examine and apply course concepts.
    - BA461 Labor Management Relations - Students take on the role of an arbitrator and examine case details including facts from a union contract, employee handbook, and eyewitness reports.
    - BA481 Organizational Change - Students explore a change initiative which culminates into a comprehensive change management plan using steps from the model under investigation.
    - BA466 Strategic Human Resource Management - Students explore professional competencies required for success in the field and make multiple executive proposals that impact HR.
  - MANAGEMENT INFORMATION SYSTEMS
    - CIS371 - Systems Analysis and Design: Students apply principles from the analysis and design side of the Systems Development Life Cycle (SDLC) to design an information system of their choice, including identifying the initial problem or opportunity, determining human requirements, analyzing existing systems and needs, and designing a recommended solution.
    - CIS 430 - Data and Information Management: Students identify a real or fictional organizational need for a database and apply concepts of the Database Development Life Cycle to complete all steps of the development process, from initial modeling through implementation of a functioning, complex relational database system.
- Professionally-Engaged Faculty - The lead faculty for this program is significantly engaged with related HR organizations to benefit students. This includes being the College Relations Director for NHRMA that supports student SHRM chapters in Alaska, Oregon, and



Washington, the Social Media Director for the Alaska SHRM State Council which allows networking access to HR jobs and internships across the state, and the Southeast Alaska SHRM Chapter that is immediately in the region that UAS supports. In this role, the faculty has engaged HR professionals from other communities in the Southeast Alaska area to include Sitka and Skagway, with the latter being an alumni of the BBA HR program from UAS.

- UAS Student SHRM Chapter (Virtual) - The program chartered a student chapter of SHRM at UAS in May 2016. The faculty lead is the chapter advisor and coaches student leaders on the chapter board. Requirements include reporting to SHRM, reporting to the Alaska State Council College Relations Director, and facilitating professional development opportunities in an online environment. The chapter was awarded a \$500 scholarship from NHRMA to develop a lending library. It also received SHRM's Superior Merit Award for Student Chapters in AY2017-2018, which is the highest of the three possible merit awards that recognizes a commitment to outstanding activities and projects undertaken by the student chapter. The chapter has also sent students to attend SHRM's [2017 Case Competitions and Career Summit](#) and NHRMA's [2018 HR Leaders of Tomorrow Student Conference](#) which included being the recipient of a \$3,000 travel scholarship and Northrim funds to defray costs.

Faculty have also made curriculum improvements to the Accounting program:

- The Accounting Technician Certificate (Certificate) program is designed to provide intensive training for accounting occupations. In order to include more accounting courses into the curriculum, faculty modified the required courses to include Principles of Financial Accounting (ACCT 201), Principles of Managerial Accounting (ACCT 202), Computer Automated Accounting (ACCT 222) and Payroll Accounting (ACCT 225). Faculty also added a new course, Management Skills (BA 251), as a requirement because the course covered key skill sets for emerging business professionals.
- Payroll affects almost all organizations, and it is important for accounting students at all levels to have an understanding of the federal and state laws and regulations that affect payroll and employment practices. Therefore, accounting faculty created a new course, Payroll Accounting (ACCT 225). As noted above, this course was added to the Certificate program and the A.A.S. Accounting emphasis.
- Faculty also made modifications to the BBA Accounting emphasis elective options. Previously, students could select two from four available options including Computer Automated Accounting (ACCT 222). Program faculty felt that it was more appropriate for BBA electives within the emphasis area to be upper division courses and, as a result,

removed ACCT 222 from the list of options. The remaining emphasis area electives include Fund and Governmental Accounting (ACCT 379), Personal Finance (BA315), and Fraud and Forensic Examination (ACCT 454).

- As mentioned in an earlier section of the review, an AAS with an emphasis in Accounting was also added to provide variety and articulation opportunities to junior-level students.

Beyond assessment within the business programs, program faculty have taken part in university-wide efforts toward creating a culture of assessment. One business faculty member co-facilitates the Provost's Assessment Committee, which developed learning outcomes for UAS General Education Requirements (GER) in AY2017-2018, along with creating rubrics to assess the outcomes. The committee hosted its first assessment workshop in February 2018, and submitted its first annual assessment report in April 2018. The committee hosted a second assessment workshop in Fall 2018, and will continue to host two workshops per year and will write the annual GER assessment report each spring. Other business faculty have become involved in this process, as one faculty member has participated in all assessment workshops to date, and another faculty member provided artifacts for the workshops. Over time, this assessment data and the annual reports are intended to help improve General Education courses at UAS, and thus affects every students in UAS Bachelor's degree programs. Additionally, these institutionalized efforts to improve assessment support regional accreditation efforts.

### **CURRENT ACCOMPLISHMENTS**

- Had one faculty member attend an ACBSP regional conference in Denver, CO and competed in the *Best in Regions* Presentation Competition for Region 7.
- Had one faculty member accompany five students in the BBA HR emphasis to a SHRM Student Conference in Seattle, WA. This faculty member also co-chaired the conference planning committee as part of a larger tri-state area SHRM affiliate initiative.
- One faculty member attended the annual Information Systems Educators conference.
- Added outbound Peregrine testing to AAS and certificate programs.
- Discussed procedure for responding to student complaints at a faculty roundtable.
- Formalized current policies for interacting with students, including setting required email turnaround time, requiring class announcements be posted at least once a week, etc.
- Shared Peregrine data with instructors as follows for course improvement opportunities:
  - BA343 (Marketing Research & Strategy, People, Place, Price, Product, Promotion)
  - BA351 (Corporate Culture and Climate, Individual and Group Dynamics, Organizational Charts and Structure, Organizational Mission/Vision/Values).
  - BA361 (HR Manager Roles and Responsibilities, HR Planning, Recruiting and Retention of Employees, Staffing Decisions).

- o BA462 (Business-Level Strategy, Competition, Corporate Mission/Vision/Values, Corporate Strategies, Corporate Structure and Governance, Diversification, Stakeholders and Shareholders, and Strategic Planning/Decision-Making.
- o BA487 (Foreign Trade, International Corporate Strategy, International Corporate Standards, International Government/Regulation, International Patents & Protections, Multinational Culture).
- Added public institutions to peer comparison groups for the Peregrine reports.
- Developed a business advisory board charter and holding inaugural meeting on May 9, 2019.
- Launching a student exit survey to collect student input following the completion of their educational experience in the BBA program to guide program improvements (Spring 2019).

### **FUTURE IMPROVEMENTS**

- Monitor inbound/outbound data for the topic of Organizational Behavior and consider impact of curriculum on cohort learning outcomes for this and other topics (as noted in report above).
- Explore the possibility with upper administration of bringing economics into the BBA given the high numbers of our students that take the course and its status as core curriculum to this degree program. It is currently an ancillary process for part of our core curriculum.
- Consider ways to aggregate student course rating data. Target 3.5 - 4.0 as minimum score.
- Create a policy for reviewing student evaluations and incorporating improvements into annual faculty activity reports.
- Develop a course syllabi template for use by all UAS business faculty/adjunct instructors.
- Consider ways to bolster content for the topic of Leadership in BA251, BA351 and BA361 (e.g. Assessing Leadership Styles, Building and Leading Teams, Control and Types of Leader Power, Employee Development, Employee Motivation and Rewards, Leader Expectations, Leader Traits and Attributes, and Models of Leadership).
- Hire a doctorally-qualified tenure-track faculty in the Management emphasis area for BBA.

NOTE: The majority of this content was pulled almost exclusively out of Standard 4 of the BPA's ACBSP Self-Study that is currently in progress with permission by the Provost and with significant contribution by the lead faculty on that project, Kristy Smith, in collaboration with other members of the business faculty to include program coordinators: Charla Brown (Human Resource Management and Management), Colleen McKenna (Management Information Systems), and Julie Hamilton (Accounting). Mike Boyer and Tim Powers also provided input and feedback on self-study.

## **UAS Business Programs**

### **AY2017-2018 Annual Program Assessment Report**

#### ***Small Business Management Certificate (SBM Cert) and***

#### ***Accounting Technician Certificate (Acct Tech Cert)***

This report was prepared following the Business and Public Administration (BPA) department's annual program assessment plan as documented for both the Small Business Management and Accounting Technician Certificate programs.

### **Program Overview**

At UAS, certificate programs are designed to give intensive training in specific occupational areas. Accordingly, the Accounting Technician Certificate (Acct Tech Cert) program is designed to provide intensive training for accounting occupations and the skills gained by students are entry-level in nature. The Small Business Management Certificate (SBM Cert) program provides intensive training to individuals who are seeking a foundation in small business functions and related skills applicable to similar entry-level jobs.

### **Program Student Learning Outcomes**

PLOS for the SBM certificate are under development and we expect to have them completed during Spring 2019. The program learning outcomes for the Acct Tech Cert are as follows:

Upon completion of the UAS Accounting Technician Certificate, the student will be able to successfully:

1. Use mathematical computations in order to solve accounting and finance questions.
2. Prepare, analyze, and correct accounting entries within an accounting system.
3. Prepare, read, and analyze the financial statements of an entity.
4. Set up and use a computer-automated accounting system.
5. Create, analyze, and explain reports for the financial management of an entity.
6. Prepare and report on the payroll of an entity.
7. Use spreadsheets to support the accounting, financial, and managerial reporting needs of an entity.
8. Communicate ideas to others both orally and in writing.

### **Student Learning Outcomes Data**

Prior to fall of 2017, we had no formal assessment plan to measure teaching and learning effectiveness within our certificate programs. In keeping with our fall 2017 annual program assessment plan, we developed a Peregrine assessment tools for the Acct Tech Cert designed to measure student achievement towards PLOs using the following Peregrine testing categories:

### **Peregrine Testing Topics**

1. Completing the Accounting Cycle
  - a. Accounting Worksheets
  - b. Assets and Liabilities as Current or Long-term
  - c. Closing of Revenue, Expense, and Dividend Accounts
  - d. Post-Closing Trial Balance
  - e. Reversing Entries
  - f. The Effect of Various transaction on the Current Ratio and the Debt Ratio
2. The Adjusting Process
  - a. Accounting Period Concept, Revenue Recognition and Time Principles, and Time Period Concept
  - b. Accrual and Cash-Basis Accounting
  - c. Adjusted Trial Balance
  - d. Adjusting Entries
  - e. Financial Statement from Adjusted Trial Balance
  - f. Journalize and post Adjusting Entries
3. Cost Accounting
  - a. ABC and Activity based management
  - b. Cost Terms and Purposes
  - c. CVP Analysis
  - d. Job Costing
  - e. Master Budget and Responsibility Accounting
4. Current Liabilities and payroll
  - a. Current Liabilities of Known Amount
  - b. Current Liabilities' that must be estimated
  - c. Payroll and Payroll tax Amounts
  - d. Payroll Transactions

There are not enough comparison points in the data set to conduct a proper evaluation at this point. It is anticipated that more analysis can be conducted in future years with more completers of the programs.

### **Improvements to Student Learning**

To improve student learning, we have identified the following improvements that we believe will benefit our students enrolled in certificate programs.

- Develop PLOs and a corresponding Peregrine assessment tool for the SBM certificate.
- Developed a BPA policy for responding to student complaints.
- Considering implementing a course syllabi template.
- Formalized current policies for interacting with students, including setting required email turnaround time, requiring class announcements be posted at least once a week, etc..
- Creating a business program advisory board which will be launched in May 2019.