

**Annual Program Assessment**  
**Department of Business & Public Administration**  
**AY2019-2020**  
*Bachelor of Business Administration*  
*Associate of Applied Science in Business Administration*

### 1. Program Overview

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

- BBA: Prepares students to perform effectively in private businesses and public-service organizations. In AY2020, 35 BBA degrees were awarded: Accounting (17); Human Resource Management (5); Management (11); and Management Information Systems (2).
- AAS: Prepares students for entry into the job market in starting positions related to accounting and management. In AY2020, 27 AAS degrees in Business Administration were awarded: No Emphasis (4); Accounting (8); and General Business (15).

### 2. Program Student Learning Outcomes (PLOs)

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

**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 Overall, 2) ACBSP Western Region 7, 3) Online Delivery, 4) Publicly Owned Institutions, and 5) the Northwest Commission on Colleges and Universities (NWCCU). Source 1 is taken from the Peregrine report - External Summary Analysis, presenting a comparison of student inbound and outbound exam results. Inbound Exam results are obtained from incoming students who have not yet completed their advanced program of study. Cumulative Inbound Exam results are

only used relative to the cumulative outbound results to directly measure academic learning. Source 2 presents the aggregate pool used for external benchmarking and comparisons, and is benchmarked to the five groups listed above. Source 3, CAPSIM, reviews performance in a simulation experience completed in BA462 Strategic Management Capstone and taken by all seniors in the BBA program. Source 4 is another Peregrine Report comparing a UAS student's inbound and outbound exam results, assessing their learning from entering the program to graduating from UAS.

#### 4a. BBA Data from AY2019-2020

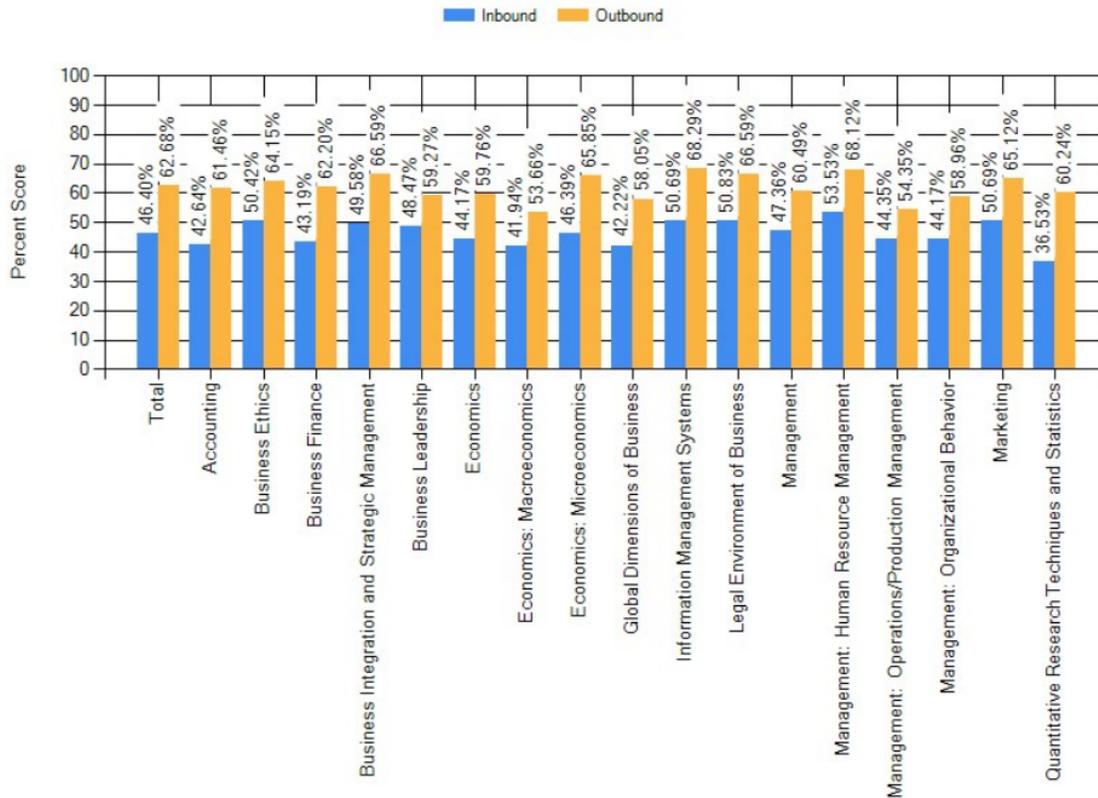
##### SOURCE 1

##### Comparison of Inbound Exam Results with Outbound Exam Results\*

August 15, 2019 - August 14, 2020

n = 113 (Inbound 72; Outbound 41)

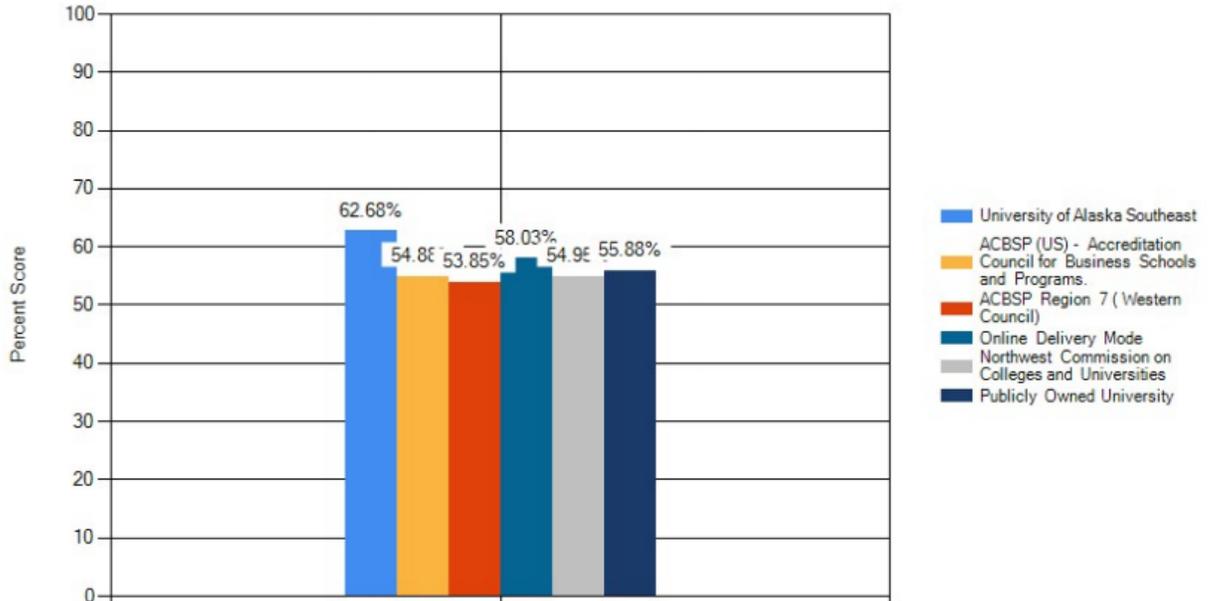
##### Comparison of Inbound Exam Results with Outbound Exam Results



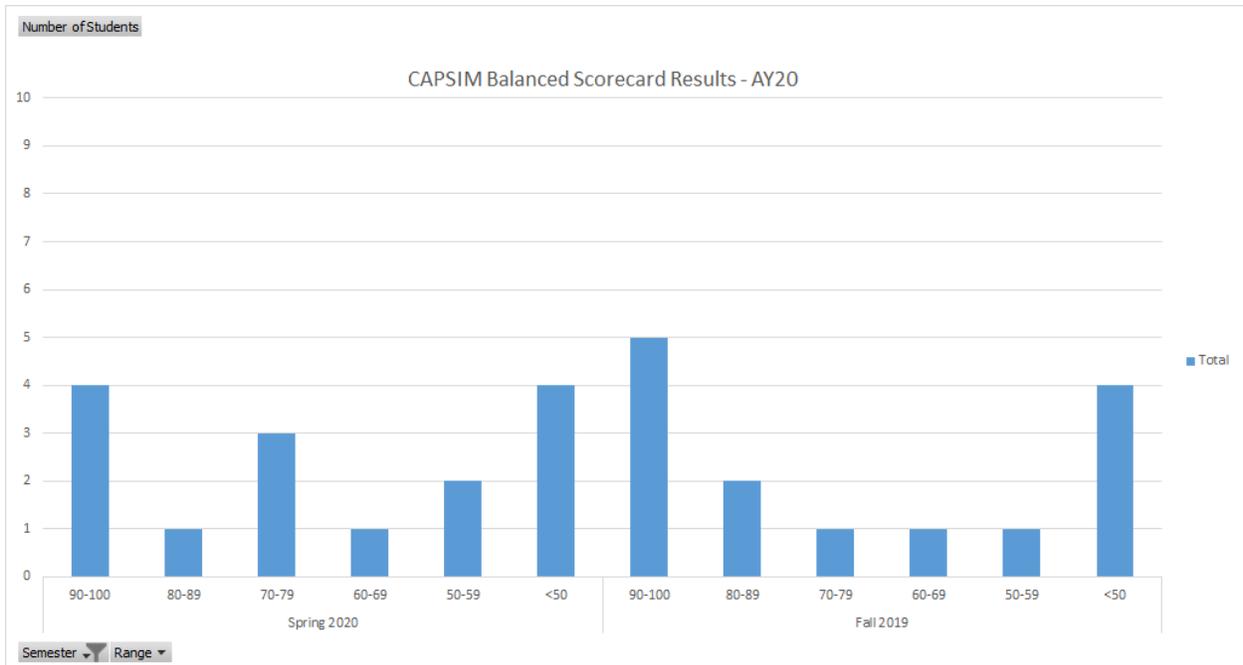
\*See explanation in Section 4b.

**SOURCE 2**  
**Outbound Exam Total Results Compared to External Peer Groups\***  
 August 15, 2019 - August 14, 2020

**Outbound Exam Total Results Compared to the Different Aggregate Pools**



**SOURCE 3**  
**CAPSIM Balanced Scored Results\***  
 Fall 2019; Spring 2020  
 n = 29



\*See explanation in Section 4b.

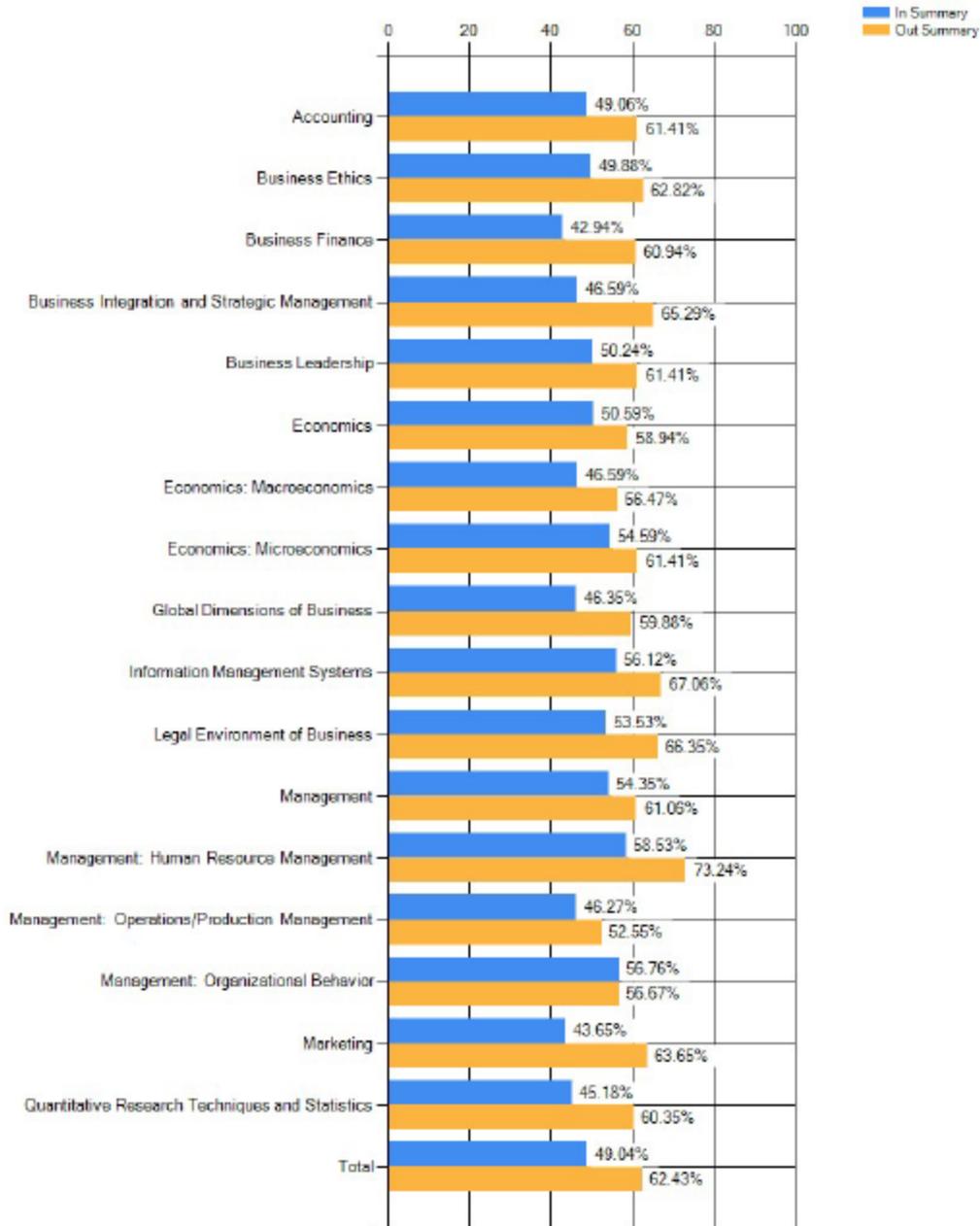
**SOURCE 4**

**Pairwise Analysis\***

August 15, 2017 - August 14, 2020

n = 85

**Report Summary**



\*See explanation in Section 4b.

#### 4b. 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 (+8.8% above ACBSP Western Region - up from 3.9% in AY2019; +4.7% above Online Delivery - up from 0.4% in AY2019; +7.7% above NWCCU - up from 3.3% in AY2019; and +6.8% above Publicly-Owned Universities - up from 3.1% in AY2019).

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 the four major functions of business: research and development, marketing, production, and finance. The result ranges provided are based on student performance in comparison to more than 3,000 others competing in the simulation. Students' scores from AY2019 to AY2020 remain consistent with the majority (72%) being above the median (>50).

Pairwise data (Source 4) was also collected for students that completed both the inbound exam and the outbound exam (in a subsequent year) between AY 2017 and AY 2020. The purpose of this pairwise reporting is to show a summary of individual student results over time. We saw improvements in all knowledge areas with significant improvements being made in Business Finance (+18%), Marketing (20%), and Quantitative Research Techniques and Statistics (+15.2%), to name a few. Each year additional student data is collected and added into the overall review of student improvement, and possible areas for our courses to focus on for enhancements.

#### 4c. BBA Program Retrospective

Overall, our students performed very well year-over-year across all topics as reported in our Peregrine Assessment data. Source 1 presents data for this academic year. Scores increased overall from 59.74% to 62.68%, with Accounting improving from 59.74% to 61.46% and Marketing improving from 54.33% to 65.12%.

The following table summarizes those topics that scored <=54% in AY2019. As evidenced by the data, there has been notable improvements based on faculty actions in AY2020:

COMMENTS	AY2019	AY2020
<i>Global Dimensions of Business</i> - Although there is no dedicated course in the core curriculum related to this topic specifically, faculty have added global modules/content across classes.	54.4%	58.1% (+3.7% improvement)
<i>Business Finance</i> - With recent changes in faculty resources, it appears the new instructor has made a significant impact on student learning.	50.3%	62.2% (+11.9% improvement)

<p><i>Organizational Behavior -</i> We will continue to monitor for content-validity bias. Only students in the Management emphasis and the HR emphasis take this class. Recommend examination of distractor response items.</p>	52.4%	59.0% (+6.6% improvement)
<p><i>Operations/Production Mngt -</i> While there is a dedicated course for operations management, it is only required for students in the Management emphasis area to complete. Faculty will look to see how to incorporate these topics across other emphases in the future.</p>	54.1%	54.4% (0.3% improvement)

Our Pairwise Summary compares our UAS students Inbound Exam to their Outbound Exam. The report continues to show improvement in all scores with a total overall improvement of 49.04% to 62.43%, an improvement of 13.39%, which is also a 1.5% improvement from the previous time period.

All BBA students compete in the CAPSIM Business simulation, bringing together knowledge learned throughout their program. The simulation provides the opportunity for the students to analyze, formulate, and execute a plan across the four major functions of business: research and development, marketing, production, and finance ([capsim.com/simulations](http://capsim.com/simulations)). The results for the 29 UAS students completing the simulation during AY19-20 (Fall/Spring) show that 72.4% of students earned 50% or higher in the overall simulation. In AY18-19, 34 students completed the simulation with 67.6% earning 50% or higher in the overall simulation. The year-over-year increase was 4.8%. The results are the percentile ranking for that semester compared to other students competing in the CAPSIM simulation. As of March 1, 2021, at the time of this report, there are more than 3,000 eligible teams competing in the simulation. UAS has students compete as individuals while other institutions may have student teams competing, all combining into the total number of eligible teams. In AY2020, a full-time faculty member was assigned to teach BA462 to enhance the experience for our senior students.

The faculty have reviewed and discussed a variety of options that can be explored in an effort to improve student scores including: 1) conduct focus groups with select students for direct feedback; 2) change the simulation from an individual experience to a team experience; 3) consult an available external expert for suggestions on logistics and support in an online delivery environment; 4) leverage vendor-provided training opportunities for instructor; 5) add video recordings for student tutorials; and/or 6) 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 Self-Study](#)). The Management emphasis was planned to be under review in AY2021; however, a change in faculty moving to an administrator part-time position pushed the review to the AY2022 year.

**5a. AAS Data from 2018-2019 and 2019-2020 Academic Years**

The department began collecting data from Peregrine for this program in AY2018-2019. In AY 2019, only one (1) student completed the exam, and in AY 2020, six (6) students completed the exam, so it will be some time before the data becomes meaningful. The department is looking for ways to incentivize students to complete the Peregrine exams going forward.

**5b. AAS Evaluation of Data**

See 5a above.

**5c. 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 a majority of 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.

**Annual Program Assessment**  
**Department of Business & Public Administration**  
**AY2019-2020**

*Accounting Technician Certificate*  
*Small Business Management Certificate*

**Accounting Technician Certificate**

Overview:

- The one-year Accounting Technician Certificate program is designed to provide training for accounting occupations and the skills gained by students are entry-level in nature.
- It may also be the first year of education towards the two-year Associate of Applied Science with an emphasis in Accounting and is designed to provide education in accounting principles and application.
- Students develop technical skills necessary to apply good accounting practices in business.

Program Learning Outcomes:

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

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

Student Learning Outcomes:

Prior to fall of 2019, the BPA had no formal assessment plan to measure teaching and learning effectiveness for the Accounting Technician Certificate. Faculty have created a Peregrine exam to assess learning outcomes for this certificate program in the following 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

### **Small Business Management Certificate**

#### Overview:

- The one-year Small Business Management Certificate is designed to explore business career options and gives entry-level job or upgrade skills for employment advancement.
- It may also be the first year of training towards the two-year Associate of Applied Science in Business Administration and is designed to provide education in business theory and practical applications necessary for owners, managers, and employees of small business firms.
- Students develop technical and human relations skills necessary in the business environment.

#### Program Learning Outcomes:

Program learning outcomes for the SBM Certificate have been drafted and the proposed language in this draft is provided below as a reference.

Upon completion of the Small Business Management Certificate, the student will be able to successfully:

- Develop and draft a small business plan.
- Select an appropriate business structure to match a business plan.
- Identify the basic elements of marketing strategy.
- Utilize effective management skills to communicate at interpersonal and group levels.
- Use spreadsheets to support accounting, financial, and managerial reporting needs of an entity.

#### Student Learning Outcomes:

Prior to fall of 2019, the BPA had no formal assessment plan to measure teaching and learning effectiveness within certificate programs. Faculty have created a Peregrine exam to assess learning outcomes for this certificate program in the following topics:

1. Accounting
  - a. Accounting Data Analysis
  - b. Balance Sheet Analysis
  - c. Compliance in Accounting
  - d. Dividends, Stocks, and Bonds
  - e. Interest, Income, and Debt
  - f. Journal Entries
  - g. Management of Accounting
2. Business Communication
  - a. Cross-Cultural Communications
  - b. Nonverbal Communications
  - c. Oral and Written Communications
  - d. Organizational Communications
  - e. The Communication Process
3. Business Ethics
  - a. Conflict of Interest
  - b. Corporate Ethics and Climate
  - c. Discrimination
  - d. Ethical Climate
  - e. Ethical Decision-Making
  - f. Ethical Issues
  - g. Ethical Standards
4. Management: Human Resources Management
  - a. HR Manager Roles and REsponsibilities
  - b. HR Planning

- c. Recruiting and Retention of Employees
  - d. Staffing Decisions
5. Management: Operations / Production Management
  - a. Continuous Improvement
  - b. Data Analysis Tools
  - c. Quality Management
6. Management: Organizational Behavior
  - a. Corporate Culture and Climate
  - b. Individual and Group Dynamics
  - c. Organizational Charts and Structure
  - d. Organizational Mission, Vision, and Values

#### **Future Program Improvements for Business Certificates**

Improvements planned for the future include:

- Compare assessed Peregrine concepts for the certificates' Program Learning Outcomes and Course Learning Outcomes; some topical areas may not be adequately represented within the 30 credits required for completion of the program (e.g. ethics, operations, human resources, etc).
- Begin administering exams sometime in AY2022 to the graduating students of both the Accounting Technician Certificate and the Small Business Management Certificate.
- Build credible data sets by collecting outbound exams for the certificate programs.

## **Appendix A - Program Learning Outcomes (BBA and AAS)**

### **Program Learning Outcomes - BBA Core Curriculum**

Upon 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.

### **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 Emphasis**

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

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.

### **Program Learning Outcomes - AAS Core Curriculum**

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:

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

#### Emphasis: Accounting

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.
4. Recording, summarizing, and interpretation of accounting.

#### Emphasis: General Business

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