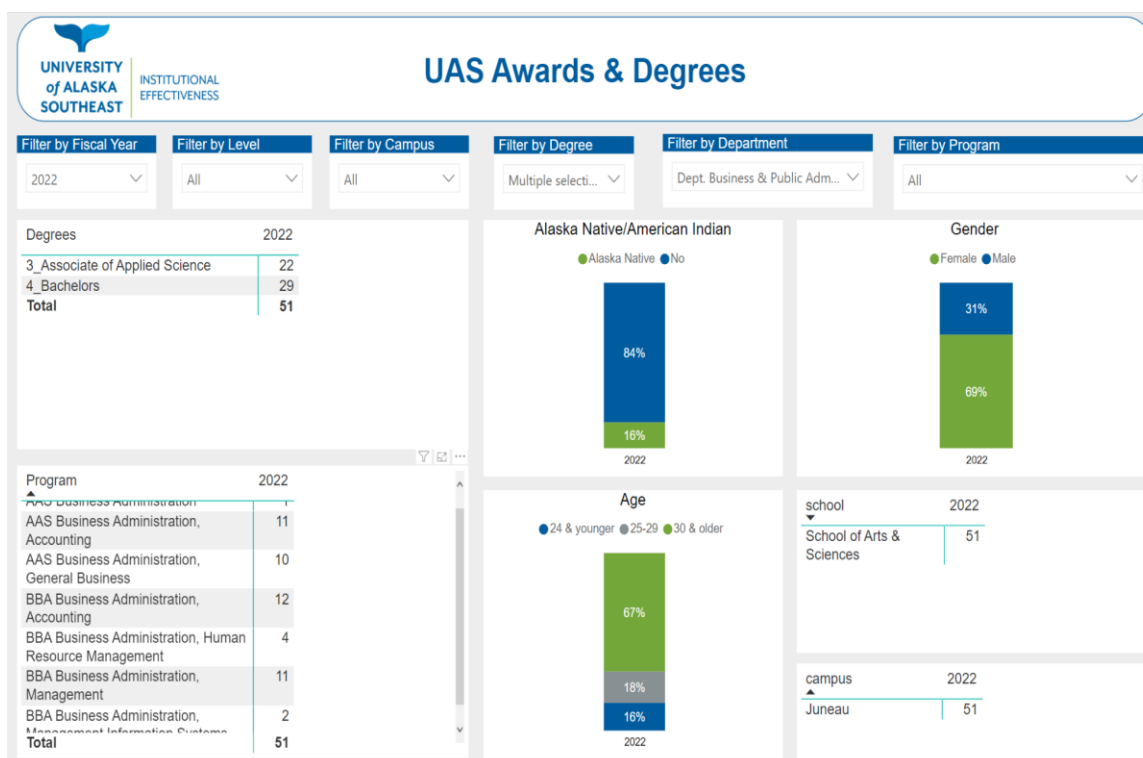


Annual Program Assessment Department of Business & Public Administration - AY2021-2022

Bachelor of Business Administration; Associate of Applied Science in Business Administration

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.

- BBA:** Prepares students to perform effectively in private businesses and public-service organizations. Per UAS Institutional Effectiveness, UAS awarded 29 BBA degrees in AY2022: Accounting (12); Entrepreneurship (1); Human Resource Management (4); Management (11); and Management Information Systems (2). While there were fewer graduates in the Accounting and HRM emphases when compared to AY2021, graduates in the MIS emphasis remained steady and graduates in the Management emphasis increased by 1.
- AAS:** Prepares students to join the workforce via entry-level positions in accounting and general business. Per UAS Institutional Effectiveness, UAS awarded 22 AAS degrees in AY2022: Accounting (11); General Business (12); and No Emphasis Declared (1). Compared to AY2021, each emphasis area in the AAS business programs increased by 1 graduate.



IE data pulled February 22, 2023 from Yearly Degrees and Awards

2. Program Student Learning Outcomes (PLOs)

The program learning outcomes for the BBA and the AAS degree programs are outlined below. For specific program learning outcomes by emphasis, see Appendix A.

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 to compare UAS 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 Peregrine Report: Internal Summary Analysis, which compares UAS' results for inbound and outbound student exams to all ACBSP institutions in the U.S. 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 peer groups listed above along with the inclusion of data for BBA students overall, as well as data for students in the Accounting emphasis.
- Source 3 is taken from CAPSIM, which assesses student performance in a simulation experience completed in BA462 Strategic Management Capstone; this class is a culminating activity that is required for all seniors in the BBA program.
- Source 4 is another Peregrine Report, which provides information for each individual UAS student to include inbound and outbound exam results, an assessment of learning from entering the program to graduating from UAS and includes data for all activity in the BBA program since the inception of the assessment in August 2017.

4a. BBA Data from AY2021-2022

SOURCE 1

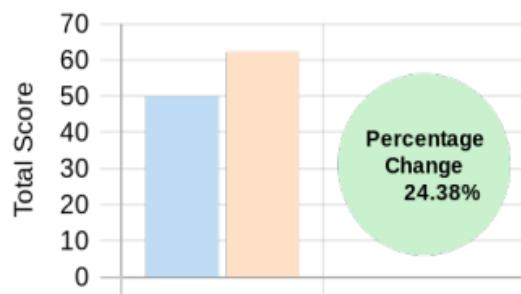
Comparison of Inbound Exam Results with Outbound Exam Results

August 4, 2021 - August 3, 2022

n = 96 (Inbound 69; Outbound 27)

Executive Summary

Inbound vs Outbound Exam (%)



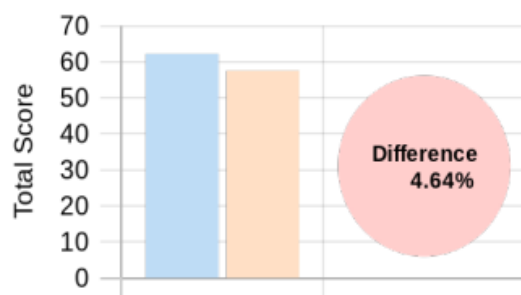
Inbound: 50.00%
Outbound: 62.19%

Inbound vs Aggregate (%)



Inbound: 50.00%
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs: 45.15%

Outbound vs Aggregate (%)



Outbound: 62.19%
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs: 57.55%

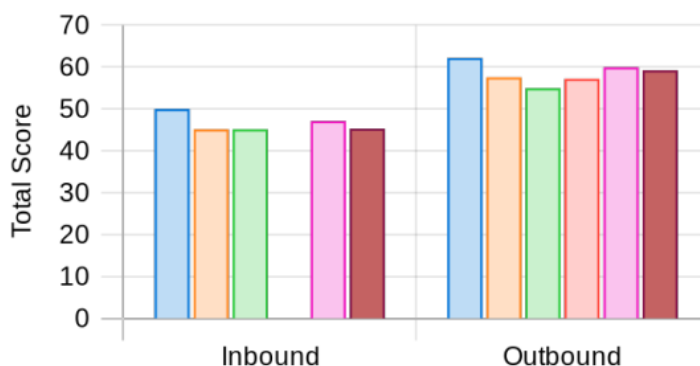
Top 3 Outbound Topic Scores	Bottom 3 Outbound Topic Scores
<ul style="list-style-type: none">Management: Human Resource Management (71.43%)Economics: Microeconomics (66.67%)Business Leadership (65.19%)	<ul style="list-style-type: none">Quantitative Research Techniques and Statistics (56.30%)Business Integration and Strategic Management (58.89%)Accounting (59.26%)

SOURCE 2a - Business Majors overall
Outbound Exam Total Results Compared to External Peer Groups
 August 4, 2021 - August 3, 2022

External Comparison Executive Summary Report
— University of Alaska Southeast
Bachelors Business Administration

Executive Summary

**Comparison of Exam Results
with the Selected Aggregate Pools**

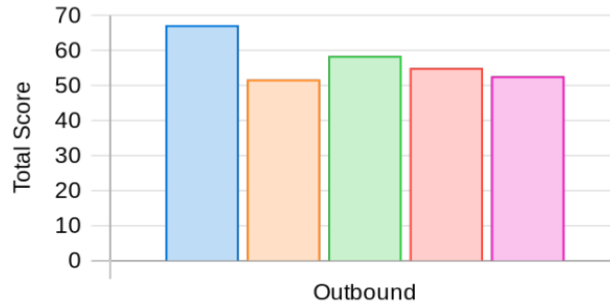


School/Aggregate		Inbound %	Outbound %	Percentage Change
	University of Alaska Southeast	50.00%	62.19%	24.38%
	ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	45.15%	57.55%	27.46%
	ACBSP Region 7 (Western Council)	45.14%	54.95%	21.73%
	Northwest Commission on Colleges and Universities	NA	57.21%	NA
	Online Delivery Mode	47.12%	59.95%	27.23%
	Publicly Owned University	45.31%	59.21%	30.68%

SOURCE 2b - Accounting Emphasis
Outbound Exam Total Results Compared to External Peer Groups
 August 4, 2021 - August 3, 2022

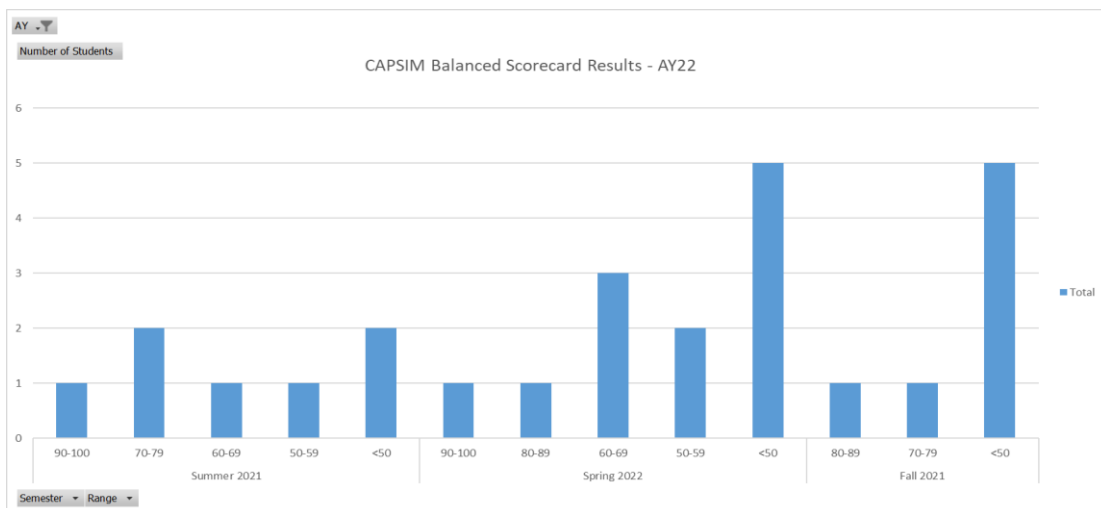
Executive Summary

**Comparison of Outbound Exam Results
with the Selected Aggregate Pools**



School/Aggregate	Outbound %
University of Alaska Southeast	67.25%
ACBSP Region 7 (Western Council)	51.73%
Northwest Commission on Colleges and Universities	58.44%
Online Delivery Mode	55.01%
Publicly Owned University	52.65%

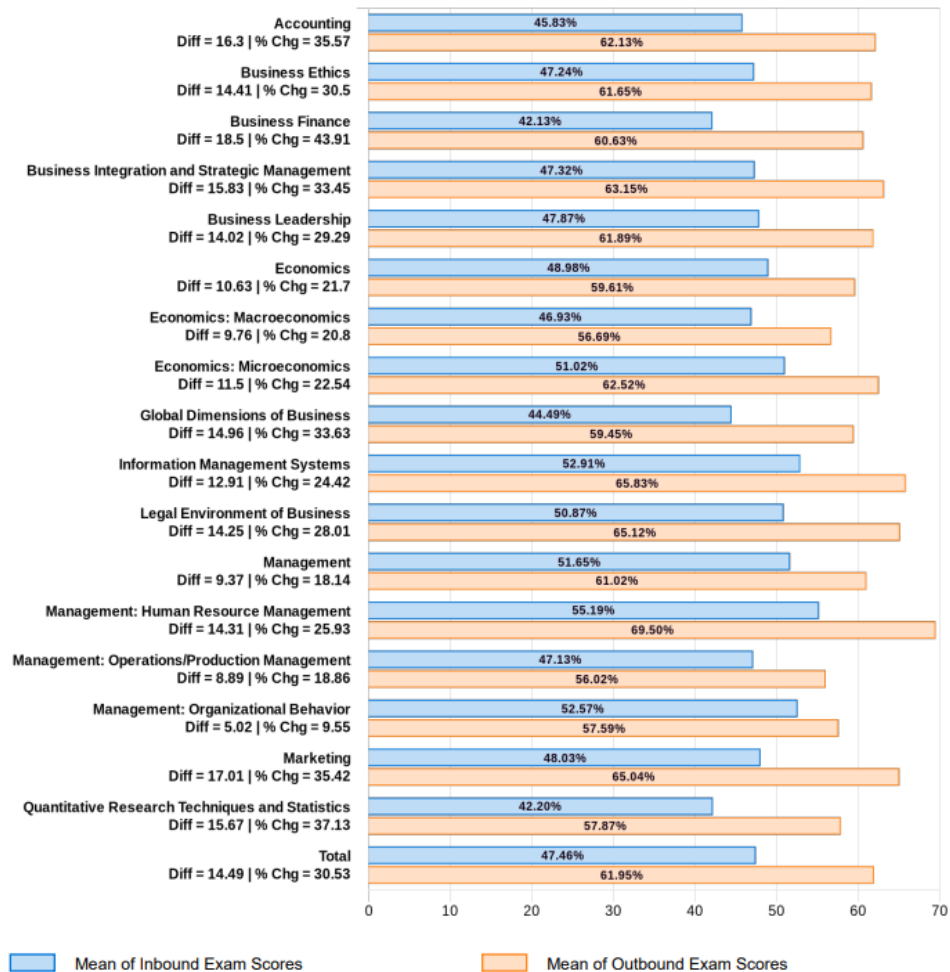
SOURCE 3
CAPSIM Balanced Scored Results
 Summer, 2021, Fall 2021; Spring 2022
 n = 26



SOURCE 4
Pairwise Analysis
 August 15, 2017 - August 14, 2022
 n = 127

Pairwise Executive Summary Report
 — University of Alaska Southeast
 Bachelors Business Administration

Topic Score Comparisons



4b. BBA Evaluation of Data

For this year's annual assessment report, we assessed the data against our first program learning outcome: Upon successful completion of the BBA core curriculum, students will be able to: *Demonstrate functional business knowledge across essential business disciplines.*

The Peregrine Data in Source 1 above presents an overview of exam averages for inbound and outbound tests during this academic year. A review reveals that learning increased significantly between the start and the completion of

the program; our students are demonstrating functional business knowledge across essential business disciplines as supported by the top Outbound Scores: Qualitative Research, Business Integration, Strategic Management, and Accounting. In reviewing Source 4, which provides details about specific individual student's inbound scores to their outbound scores, the differences in these categories from Inbound to Outbound are significant - Business Knowledge 47% to 63%; Management 52% to 61%; Qualitative Research 42% to 58%; and Accounting 46% to 62%. Additionally, when comparing the outbound exam average results of UAS students to our designated peers (see Source 2), UAS continues to be the leader in all instances across each of these groups.

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 across the country. 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 by CAPSIM are based on individual UAS student performance compared to 3,000+ other students enrolled in other institutions that are also competing in the simulation. Our students' scores in AY2021 show a 52% scoring above the median which is a decline from 72% in prior academic years. Faculty are actively addressing this by evaluating an updated simulation available via CAPSIM called Capstone 2.0. This revised version presents a modernized dashboard, an updated tutorial guide, and the ability to enter decisions using sliders (versus manual data entry in spreadsheets) which we expect will provide a better experience for the student in their decision making. Additionally, the faculty teaching strategic management regularly participates in simulation training provided by CAPSIM, while also introducing new assignments that allow students additional opportunities to show evidence of this learning outcome: *demonstrate functional business knowledge across essential business disciplines*.

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 reflected 48% to 62%, compared to AY21 at 47% to 60%. This demonstrates that our students are improving their scores overall by 15%. Also, per our ACBSP goals for assessment, we expect scores in our business programs to achieve at least 60% or higher on all outbound knowledge areas.

In the AY2021-2022 we fell slightly short of the 60% goal in Accounting (59.26%), Business Integration (58.89%), and Organizational Behavior (59.55%), with Quantitative Research trailing (56.30%). Conversely, measures increased from below 60% in AY2020-2021 in several knowledge areas including Business Finance, Macroeconomics, Global Dimensions of Business, Operations Management, and Organizational Behavior. Per our previous reports, these are areas we have specifically targeted with purposeful improvements to curriculum and teaching.

Economics is not offered by the UAS Business Programs although it is a required course. Program faculty will continue to monitor Organizational Behavior as we saw an increase from 57% to 59% in this reporting period. Due to low demand, Quantitative Research has not been offered and many students prefer to use substitutions for this course to avoid taking an upper-level statistics course. Faculty and advising will continue to review the curriculum and student performance in these categories. Specifically, faculty have been reviewing and discussing the opportunity to create a data analytics class that brings in quantitative learning while introducing research through a data analytics perspective. The Peregrine data presents a story that UAS Business students are learning while they are in the program as indicated by the overall improvement in every knowledge area from Inbound to Outbound exam.

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 47.46% to 61.95%, which is an

increase of 14.49% and a 1.1% increase from the previous time period. As we relate the data to our program learning objective 1, students improved in every component of the 12 business knowledge areas and this demonstrates *functional business knowledge across essential business disciplines*.

5a. AAS Data from 2021-2022

The department began collecting data from Peregrine for this program in AY2018-2019. In AY2019, one (1) student completed the exam; in AY2020, six (6) students completed the exam; and in AY2021, two (2) students completed the exam. As this small program continues to grow, we will continue to build assessment history that will eventually create a meaningful data set. The BPA department is looking for ways to incentivize students to complete the Peregrine exams going forward, and this will be discussed in August 2023 at our assessment working session.

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
AY2021-2022
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.
- Ten (10) students graduated with this certificate in AY2021-2022.

Program Learning Outcomes:

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

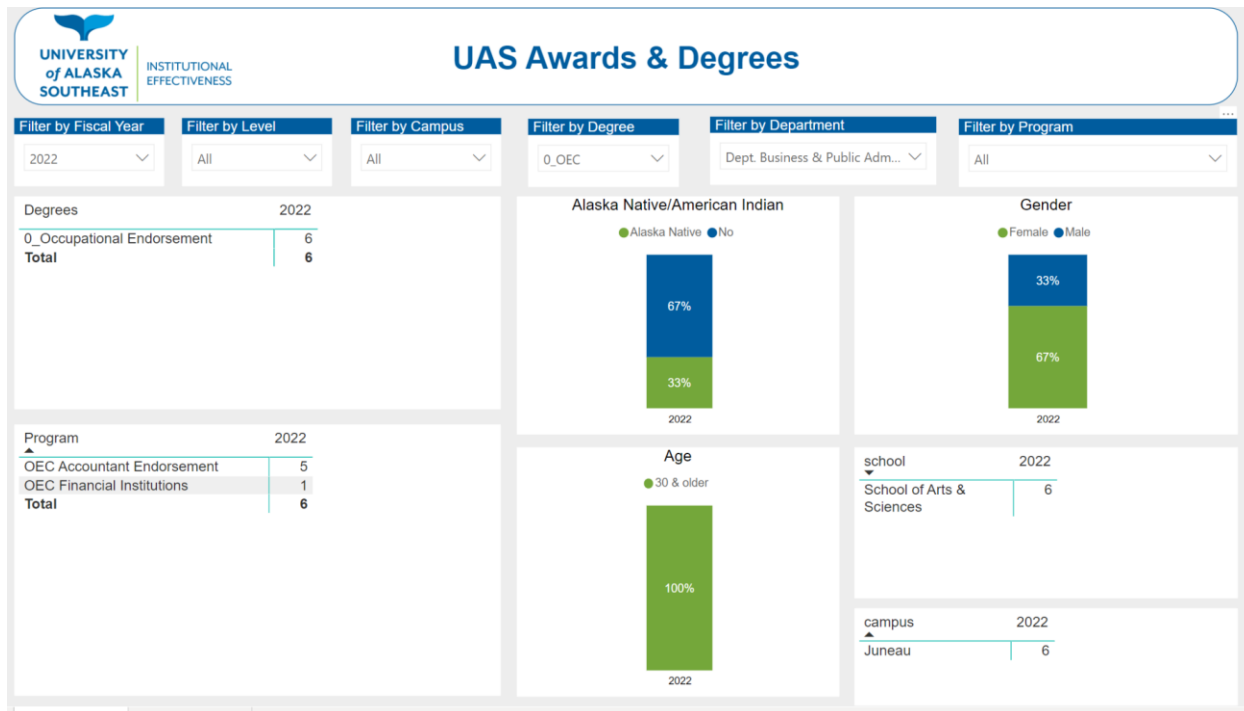
- Prepare, analyze, explain, and correct accounting entries within an accounting system.
- Create, read, explain and analyze the financial statements in both writing and numeric presentation for the financial management team of an entity.
- Set up and use a computer-automated accounting system.
- Prepare and report on the payroll of an entity.
- 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 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



IE data pulled February 22, 2023 from Yearly Degrees and Awards

Analysis:

The UAS Accounting Program Coordinator retired during the last academic year and our new coordinator is completing training on curriculum, course sequencing, and adjunct scheduling, as well as mentoring a new tenure-track Accounting faculty member. This certificate was not assessed due to Peregrine reports being currently unavailable. Faculty will work in August 2023 to determine appropriate artifacts to assess that will provide a baseline of learning for each of the outcomes presented above.

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.
- Six (6) students graduated with this certificate in AY2021-2022.

Program Learning Outcomes:

Program learning outcomes for the SBM Certificate were adopted in AY2020.

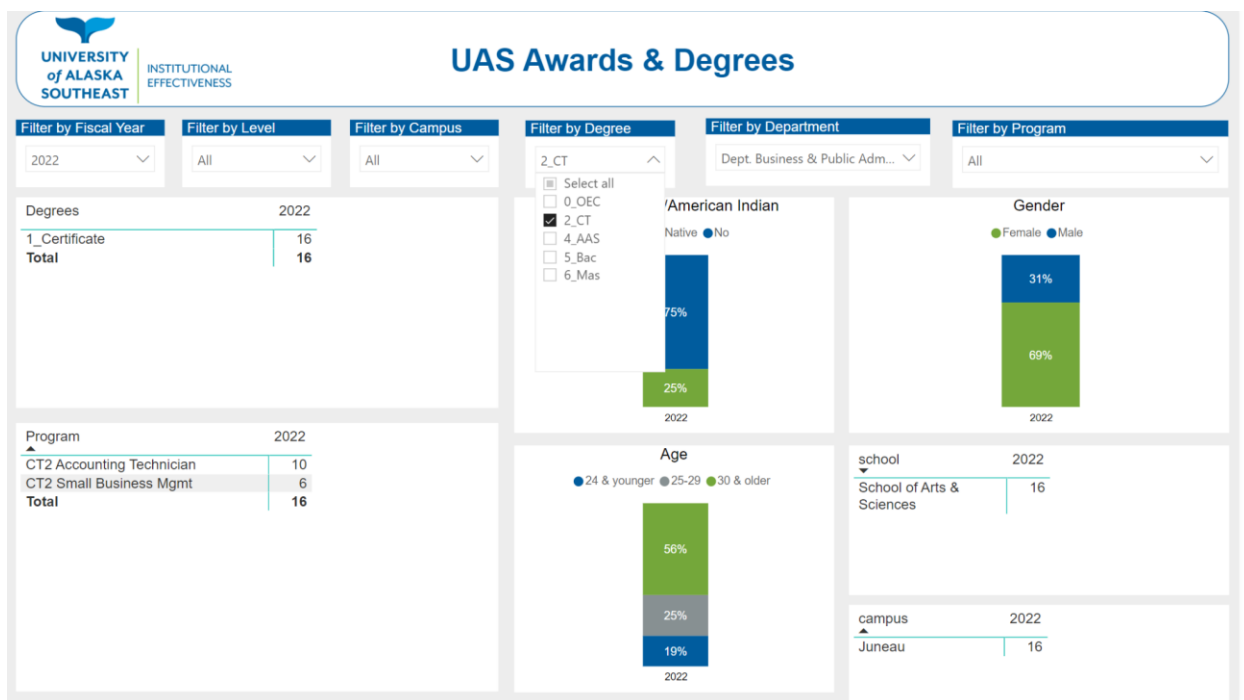
Upon completion of the Small Business Management Certificate, the student will be able to successfully:

- 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



IE data pulled February 22, 2023 from Yearly Degrees and Awards

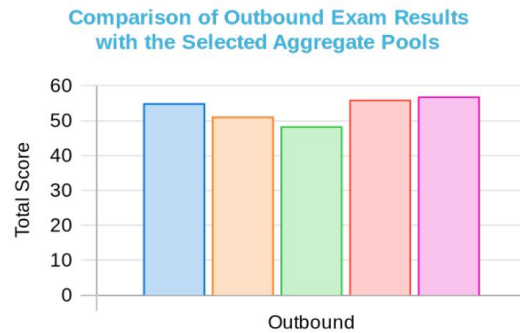
Analysis:

For this review, we looked at the Peregrine data for the program learning outcome *Develop and draft a small business plan*. For this academic year, we had two (2) students complete the outbound exam. This is not a large data set so we are unable to glean specific information to assist with program improvements; however, we do see evidence of learning in Business Communications which relates directly to developing a small business plan. The Business Communication knowledge area of Peregrine assesses communication includes nonverbal, oral, written, organization, and cross-cultural skills. These abilities are also needed to develop a business plan. While UAS scores are above our peers (ACBSP overall, our region), our students scored slightly lower than other US institutions (online delivery; publicly owned institutions). Faculty will continue to monitor this trend as we obtain additional data in the next few years.

SOURCE 5a
Comparison of Outbound Exam Results*
 August 4, 2021 - August 3, 2022
 n = 2 (Outbound 2)

External Comparison Executive Summary Report
— University of Alaska Southeast
Associate Business Administration

Executive Summary



School/Aggregate	Outbound %
University of Alaska Southeast	55.00%
ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	51.13%
ACBSP Region 7 (Western Council)	48.39%
Online Delivery Mode	56.04%
Publicly Owned University	56.94%

SOURCE 5b
Comparison of Outbound Exam Results - Knowledge Areas
 August 4, 2021 - August 3, 2022
 n = 2 (Outbound 2)

External Comparison Executive Summary Report
— University of Alaska Southeast
Associate Business Administration

Comparison of Exam Results Percentage Change with Selected Aggregate Pools

Topic	University of Alaska Southeast	ACBSP (U.S.) - Accreditation Council for Business Schools and Programs	ACBSP Region 7 (Western Council)	Online Delivery Mode	Publicly Owned University
	Outbound	Outbound	Outbound	Outbound	Outbound
Accounting	35.00%	46.97%	43.53%	50.99%	54.09%
Business Communications	70.00%	NA	NA	NA	NA
Business Ethics	55.00%	48.50%	45.33%	51.19%	57.19%
Management	60.00%	52.40%	NA	56.16%	59.55%
Management: Human Resource Management	50.00%	57.47%	NA	60.13%	62.64%
Management: Operations/Production Management	62.50%	49.07%	NA	53.28%	55.21%
Management: Organizational Behavior	66.67%	50.49%	NA	55.05%	56.06%
Total	55.00%	51.13%	48.39%	56.04%	56.94%

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 AY2023 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.

6. Conclusions and Plans for Continuous Program Improvement

Work will continue on our assessment plans and tools for these certificates. Due to declining faculty numbers, changes in leadership, retirements, and other competing activities, it has been challenging to complete the assessment of the AAS and certificates. In the August 2023 convocation meeting, faculty plan to engage in a working session that will allow the review of all courses for the certificates. At that time, faculty will also develop an assessment schedule to review artifacts during the Spring Startup in 2024.

The BBA and AAS degrees continue to show growth in graduates completing the programs, specifically related to the first program learning outcome

- BBA - Demonstrate functional business knowledge across essential business disciplines.
- AAS - Communicated effectively within a business environment.

Business faculty have also sent out a bi-annual survey to employers to gain input for assessment of our graduates specific to our program learning outcomes. The first survey sent in February 2021 did not produce the results we had hoped for due to low participation. Business faculty anticipate that 2023 data will offer additional insight related to the program and to our graduate performance in the workforce.