

Annual Program Assessment
Department of Business & Public Administration - 2023-2024
Associate of Applied Science in Business Administration

1. Program overview

The University of Alaska Southeast (UAS) Associate of Applied Science (AAS) is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and is delivered primarily via distance from the Juneau campus. The AAS prepares students to join the workforce via entry-level positions in accounting and general business, with emphasis in both areas.

2. Program Student Learning Outcomes (PLOs)

The program learning outcomes for the AAS degree program are listed below, and are listed correctly on the UAS Web site.

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 AAS outlines a process for evaluating program learning outcomes by utilizing data from Peregrine to examine inbound/outbound testing and to compare UAS to two external peer groups: 1) ACBSP Region 7 and 2) Online Delivery.

4. The data collected during the previous academic year

The department began collecting data from Peregrine for this program in AY2018-2019. In AY19, one student completed the exam; in AY20, six students completed the exam; in AY21 and AY23, two students completed the exam; and in AY24 one student completed the exam.

5. An evaluation/analysis of the data collected

See section 4.

6. Conclusions and plans for program improvement

The BPA Department continues to struggle to find ways to incentivize AAS students to complete the Peregrine exam. In the Bachelor's degree program, students complete the exam as part of their capstone course. There is no formal capstone course for the AAS degrees, so it has been difficult to consistently administer the Peregrine exam to graduating AAS students.

Program faculty will continue to discuss options to assess AAS students in relation to the PLOs. The discussions will center around the following two options:

The first option is to administer the Peregrine exam selectively to students in one of three courses: CIS S235 Spreadsheet Concepts and Applications, ACCT S202 Principles of Managerial Accounting, and BA S263 Business Communications. These three courses are core requirements, so all students in both emphasis areas take them. Each course has a prerequisite, which forces the courses to be taken closer to the end of the program. The challenge is that students can take these three courses in any order, and we would not want to dictate the order in which they take them. Since our goal would be to have students take the exam as close to the end of their studies as possible, faculty would create a systematic process for targeting each student to take the exam in whichever of these courses they take last.

The second option is to move away from Peregrine testing for the AAS. There is some natural mapping of AAS core courses to the Program Learning Outcomes, as shown below. Rather than using the exam, we could use student projects or papers from these courses. Given that we only have to focus on one PLO per year, we could develop these projects (or papers) over the next few years.

AAS Core Courses	PLO	End of Course Project
ACCT 201 – Principles of Financial Acct	2. Perform basic financial and managerial accounting skills.	Y
ACCT 202 – Principles of Managerial Accounting	Perform basic financial and managerial accounting skills.	Y
BA 254 – Personal Finance		
BA 263 – Business Comm	1. Communicate effectively within a business environment.	Y
CIS 235 Spreadsheet Concepts and Apps		
LAWS 101 Intro to Law; or BA 330 Legal Environ of Business	4. Describe basic legal concepts and the judicial system, with emphasis on business law.	
ECON 201 Micro; or ECON 202 Macro	5. Describe basic economic concepts with emphasis on individual economic decision making and market outcomes.	

This discussion also prompted us to look more closely at our existing PLOs, and we plan to move forward with some changes that will incorporate broader objectives. We felt that our current PLOs were overly focused on the analytical finance side of our courses. We came up with the following draft revisions, that we will continue to refine and will plan to submit to the Undergraduate Curriculum Committee in Fall 2025:

1. **Business Communication** – Demonstrate effective written and verbal communication skills in business environments.

2. **Financial and Managerial Accounting** – Apply fundamental accounting principles to make data-driven business decisions.

3. **Business Operations and Strategy** – Utilize business concepts to implement strategies that improve organizational performance.

4. **Technology and Data Analysis** – Use business software, spreadsheets, and data analytics tools to organize, analyze, and interpret business information for decision-making.

5. **Ethical and Legal Considerations** – Evaluate ethical and legal issues in business environments.

2023-2024 Annual Program Assessment
Bachelor of Business Administration
Department of Business & Public Administration

- **Program overview**

The University of Alaska Southeast (UAS) Bachelor of Business Administration (BBA) is accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and is delivered primarily via distance from the Juneau campus. The BBA prepares students to perform effectively in private businesses and public-service organizations, and includes emphases in Accounting, Human Resource Management, Management, and Management Information Systems.

- **Program Student Learning Outcomes (PLOs)**

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.

Each emphasis area has program learning outcomes that are specific to that emphasis that are not included here. The above outcomes are listed correctly in the UAS online catalog. This report pertains to PLO #3. The assessment of PLO #3, which focuses on critical thinking, analytical abilities, and problem-solving techniques, was conducted using final projects from two core business courses:

- **BA 498: Applied Business Research** (Fall 2023)
- **BA 462: Capstone: Strategic Management** (Spring 2024)

Both courses incorporate applied learning, challenging students to engage with real-world business problems through research and simulation-based projects.

How the BA 498 Final Project aligns with PLO #3:

In this course, students identify a problem in their organization and create a research project culminating with a presentation to address it.

Critical Thinking Skills – The project requires students to analyze their chosen organization, identify a real-world problem, and critically assess existing business research methodologies. The literature review component strengthens critical thinking by requiring students to evaluate sources and synthesize information.

Analytical Abilities – The research design milestone engages students in selecting appropriate research methodologies (quantitative, qualitative, or mixed methods). They must analyze different approaches and justify their choice, reinforcing their ability to assess and interpret data-driven decision-making strategies.

Problem-Solving Techniques – The final project culminates in recommendations to leadership based on research findings. This step directly applies problem-solving skills by integrating research insights to formulate practical, evidence-based solutions to organizational challenges.

Throughout the project, students must engage in systematic inquiry, assess ethical considerations, and communicate their findings effectively, reinforcing their ability to approach complex business problems strategically and logically.

How the BA462 simulation and overall reflection assignment aligns with PLO #3:

In this course, students work as a team to compete in a simulation, culminating in a presentation that details their strategy and approach.

Critical Thinking Skills – The simulation experience required students to make strategic business decisions, analyze market conditions, and adapt to unforeseen challenges. Reflecting on the effectiveness of their company mission and whether they would change their strategy encourages deep critical thinking.

Analytical Abilities – Assessing company achievements, evaluating challenges faced, and identifying strongest competitors involve data interpretation, financial analysis, and performance evaluation. These tasks reinforce analytical skills by requiring students to break down complex business scenarios and extract meaningful insights.

Problem-Solving Techniques – The simulation's iterative process—trying, failing, adjusting, and succeeding—embodies problem-solving in a business context. Discussing obstacles like time, money, and competition fosters resilience and strategic decision-making. Furthermore, setting future goals for additional simulation rounds demonstrates forward-thinking and continuous improvement.

● **Data Collection Methods**

The data collection process involved selecting a subset of students' final projects and evaluating them against relevant student learning outcomes (SLOs). A faculty member not involved in the courses conducted the assessment to ensure impartiality.

- **BA 498:** A random selection of five out of twelve students was reviewed. All seven course-level SLOs were deemed relevant, ensuring a comprehensive evaluation of how students demonstrated critical thinking, analytical abilities, and problem-solving skills.

- **BA 462:** Five group presentations, encompassing all twelve students, were selected. Five of the seven course-level SLOs were considered relevant to the assignment.

The sampling method ensures that data is representative of the student performance in each course, though the small sample size may limit broader generalizations.

- **The data collected on PLO #3 during the previous academic year**
See Appendices A and B for data collection information.

- **An evaluation/analysis of the data collected**
BA 498: Applied Business Research

- **Critical Thinking Skills:** Students effectively analyzed their organizations, identified key problems, and assessed existing research methodologies. The literature review component further demonstrated their ability to critically evaluate sources and synthesize information.
- **Analytical Abilities:** Selection and justification of research methodologies required students to apply analytical reasoning to their projects. The ability to compare different research approaches and interpret findings strengthened their data-driven decision-making skills.
- **Problem-Solving Techniques:** The final presentation required students to propose actionable, research-based recommendations to organizational leadership, demonstrating their capacity to integrate insights into practical business solutions.

BA 462: Strategic Management Simulation

- **Critical Thinking Skills:** The simulation forced students to make strategic decisions, adapt to market conditions, and reflect on their business mission and strategy, reinforcing their ability to think critically in dynamic scenarios.
- **Analytical Abilities:** Teams engaged in financial analysis, market evaluation, and performance assessments, requiring them to break down complex business data and extract meaningful insights.
- **Problem-Solving Techniques:** The iterative nature of the simulation, where students faced obstacles such as time constraints, financial limitations, and competitive pressure, mirrored real-world business challenges. Reflection on these experiences and the setting of future goals further demonstrated problem-solving skills and strategic foresight.
- **Conclusions and plans for program improvement**
The collected data provides strong evidence that students in both courses are meeting PLO #3 through critical thinking, analytical reasoning, and problem-solving activities. The assessment method—using independent faculty review of final projects—was effective, though increasing the sample size could enhance reliability. Future assessments might also incorporate direct student feedback or longitudinal tracking to measure skill development over time.

APPENDIX A
2023-2024 Annual Program Assessment: PLO #3, Artifact Assessment
BA 498, Applied Business Research, Fall 2023
DATE COMPLETED: February 12, 2025

COURSE	TAUGHT Semester/Year	INSTRUCTOR	REVIEWED Semester/Year	EVALUATOR	ASSIGNMENT DESCRIPTION
BA 498	Fall 2023	Kristy Smith	February, 2024	Maren Haavig	Final Research Paper

Number of students enrolled in the course/completing the assignment: 14

Number of assignments provided by instructor: 14

Number of student assignments evaluated: 5 (Random generator
selected students: 12, 13, 1, 2, 6)

Student Learning Outcomes	Relevant to Assignment Y, N or N/A	Demonstrated by Student Y/N
1. Construct an appropriate management question to research.	Y	Y, 100%
2. Define the stages in the research process, the problem-definition process steps, and explain the components of a research proposal.	Y	Y, 100%
3. Describe the importance of research to business success and define various methods, types, and forms of business research.	Y	Y, 100
4. Develop an appropriate research project and discuss limitations and potential contribution to theory and practice of research.	Y	Y, 80%
5. Evaluate and review appropriate literature.	Y	Y, 100%
6. Identify ethical considerations in the research context.	Y	Y, 100%
7. Present research findings translating data and information into business intelligence.	Y	Y, 80%

APPENDIX B

2023-2024 Annual Program Assessment: PLO #3, Artifact Assessment

BA 462, Capstone: Strategic Management, Spring 2024

DATE COMPLETED: February 17, 2025

COURSE	TAUGHT Semester/Year	INSTRUCTOR	REVIEWED Semester/Year	EVALUATOR	ASSIGNMENT DESCRIPTION
BA 462	Spring 2024	Kristy Smith	February, 2024	Maren Haavig	Group Presentations, Reflections and Conclusions

Number of students enrolled in the course/completing the assignment: 12

Number of assignments provided by instructor: 5 Groups
Presentations

Number of student assignments evaluated: 5 Groups
Presentations (totalling all 12 students)

Student Learning Outcomes	Relevant to Assignment Y, N or N/A	Demonstrated by Student Y/N
1. Communicate effectively in writing.	N	N/A
2. Define terminology and concepts in Strategic Management.	N	N/A
3. Integrate knowledge across business disciplines to formulate strategic decisions.	Y	Y, 100%
4. Plan, organize, lead, and control the use of resources to accomplish goals.	Y	Y, 100%
5. Identify the impact of external environmental context and forces on strategy and operations.	Y	Y, 100%
6. Recommend appropriate business strategies for firms in diverse market conditions.	Y	Y, 100%
7. Select and apply appropriate frameworks to identify and address problems/opportunities.	Y	Y, 100%

Annual Program Assessment
Department of Business & Public Administration
AY 2023-2024

Accounting Technician Certificate
Small Business Management Certificate

Peregrine exams were created in recent years to assess learning outcomes in the Accounting Technician and Small Business Management Certificates. Although there are a significant number of students in both programs, in AY 2023-24, no students completed these exams. BPA faculty will discuss implementing mechanisms to ensure that students in these programs take the Peregrine exams.

Accounting Technician Certificate

1. Program 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.

2. Program Student Learning Outcomes (PLOs)

The program learning outcomes for the Accounting Technician program are listed below, and are listed correctly on the UAS online catalog.

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.

3. Data Collection Methods

The Peregrine exam for students in this programs includes 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

4. The data collected during the previous academic year

No students completed the exam during AY24.

5. An evaluation/analysis of the data collected

See section 4.

6. Conclusions and plans for program improvement

The BPA Department continues to struggle to find ways to incentivize Certificate students to complete the Peregrine exam. In the Bachelor's degree program, students complete the exam as part of their capstone course. There is no formal capstone course for the Accounting Technician Certificate or the Small Business Management Certificate programs, so it has not been easy to consistently administer the Peregrine exam to students graduating from these programs.

The program faculty plans to discuss options to assess Certificate students regarding the specific PLOs, including moving away from Peregrine testing. Both programs have some natural mapping of core courses to PLOs. Given this, we will explore assessing PLOs based on student projects or papers from these courses. Since we focus on one PLO per year, we could develop these projects (or papers) over the next few years to resolve any assessment gaps.

This discussion also prompted us to commit to looking more closely at our existing PLOs. Based on that future work, any necessary PLO revisions will be submitted to the Undergraduate Curriculum Committee in Fall 2025.

Small Business Management Certificate

1. Program overview

The one-year Small Business Management Certificate is designed to explore business career options and gives entry-level jobs 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.

2. Program Student Learning Outcomes (PLOs)

The program learning outcomes for the Small Business Management program are listed below, and are listed correctly on the UAS Web site.

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.

The Peregrine exam for students in this programs includes 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

4. The data collected during the previous academic year

No students completed the exam during AY24.

5. An evaluation/analysis of the data collected

See section 4.

6. Conclusions and plans for program

See Item 6. Conclusions, above on page 2