

Applied Management - Bachelor of Applied Management - Mid-Cycle Review & SLOA Year

Current Compliance Year: 2022-2023

Mid-Cycle review

Recent Recommendations

Feedback will include recommendations from the last Expedited Review or from your most recent review by your school or college. You may not see any feedback or recommendations until you have completed your first full or mid-cycle review.

Response to Previous Recommendations (if any):

In the last review it was recommended that "the college faculty consider a design of an exit survey which might further build community in SOM and grow your reputation of being responsive and adaptive to feedback."

We complete an annual survey regarding student satisfaction but just had not reported it. So, we have taken the advice from the last review and now report on both direct and indirect measures of assessment. The student satisfaction and outcomes survey is reviewed yearly by the College of Business and Security Management Executive Committee for continual improvement. Results are analyzed and reviewed as part of our assurance of learning and strategic planning efforts at the college and program levels. We also have addressed areas where we were below benchmark, even though it was a small sample size, and have implemented what we call "closing the loop" efforts for Assurance of Learning that include additional assignments in Financial Knowledge, clarification of assessment in Project Management, additional assignments in Management Knowledge and a college-wide re-write of the rubric for critical thinking. All of these changes were made in committees representing individuals both faculty and staff across the college and working one-on-one with faculty whose coursework was impacted. We are excited about the changes and look forward to re-measuring over the next few years.

Student Learning Outcomes

The previous Student Learning Outcomes Assessment has been submitted as its own report. Going forward you will use the following prompts to discuss the success of your most recent SLOA plan and address your assessment activities since your last SLOA report (typically the past two years or since your last program review).

Learning outcomes feedback from last review:

Feedback will be provided once you have completed a full or mid-cycle review.

Discuss your SLOA findings, changes you are making and what you hope to see as a result:

Direct Assessment: For the BAM students, on the writing competency, all minimal standards were exceeded except for critical thinking where 67% met the minimal standard which was less than the target level of 70%. Sixty-two percent of the students, on the peregrine testing, exceeded the minimal standard of 50% being above national average for finance but the program felt that this was still a bit

lower than they would like and have addressed it. For the Management Knowledge competency, 71% of the students met minimal standards which was under the target level of 75%.
Indirect Assessment: For the BAM program the only instance of less than 80% of the students checking agree or strongly agree was in 2022 for "I see myself part of the CBSM community" (60%).

Discuss the curricular changes made based on assessing your SLO. If you haven't made any curricular changes, please explain why not and address what you did notice in the review, including strengths of your curriculum through the assessment of your outcomes:

Direct Assessment: To address the writing critical thinking component, for all undergraduate degrees, the rubric for critical thinking was rewritten as all program directors felt that the existing rubric was confusing to assess students critical thinking and may have been the cause of the lower critical thinking written skills across the board. Additionally, a case study with an oral presentation was added to BAM 320 (management). To address Financial Knowledge, three assignments, focusing on balance sheets, financial statements and interest and dividends, were added to BAM 352 (Accounting and Finance). For Management Knowledge instructions for embedded questions were revised to include more detail regarding expectations.
Indirect Assessment: To further enhance the community experience the BAM program implemented a BAM orientation the Friday before each semester starts to welcome new students (transfer and first year) to the program, giving them the opportunity to meet each other a Canvas "course" for communication, announcements, etc. for all BAM students & alumni is being explored for implementation shortly.

Are communication outcomes embedded in the SLOA Plan?

As of 2017 all Baccalaureate programs were required to embed the communication outcomes within their SLOA Plans, this is optional for non-Baccalaureate programs.

Embedded

Student Success

To access the Student Success Dashboard please sign into a UA computer with VPN connection (if not on campus). You will need your UA credentials and it is best accessed with the most updated version of Chrome, Edge, Firefox or Safari browsers; Internet Explorer is not supported. You will need to filter the data to see your programs. If you need assistance in finding the data for your programs, please contact your data liaison or [Julia Manfredini](#) in the PAIR office.

Data Liaisons

Each school or college has a team of Data Liaisons to help you analyze the data provided in the portal and may be able to help you see your data in multiple contexts. You can find a list of data liaisons on the resources page for Program Review.

The college or school level committee will also have access to this data with the goal that by providing these visualizations data availability will be increased.

Data supplied within the dashboard linked below is intended for Academic Program Review and not for any other purpose.

[Student Success Data Dashboard](#)

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

Student Success Data Trends:

Increase in majors, Increase in SCH, Decline in persistence, Increase in degrees awarded, No change in pass rates

If equity gaps were found in any of your disaggregated student success data, please explain how you plan to address those gaps. Please contact your data liaison or make an appointment with [Julia Manfredini](#) to learn more about analyzing your data.

Based on the current data and smaller number of students there are minimal equity gaps so far in the data. The one noticeable gap is for 2022 is the pass rate for [REDACTED] vs. [REDACTED] students. We plan to address these gaps by paying attention to more extensive data as well as promoting first generation support across the UAF campus including Student Support Services in classes. It is encouraging to see the degree attainment of [REDACTED] students and those across different age brackets.

Optional Data Explanation

Feel free to share more of your thoughts on the data provided.

The Applied Management program is in its 3rd year of existence and we are excited and motivated to see the increase in degrees, student credit hours, and overall student success in the program. Because the program began during the COVID-19 pandemic, we are interested in following more long-term trends at the next review to see how the program can continue to grow and positively impact students.

High Impact Practices

According to the AAC&U, High-Impact Educational Practices "have been widely tested and have been shown to be beneficial to college students from many backgrounds." UAF is particularly interested in Undergraduate Research and/or Scholarly Activity because it is one of our mission fulfillment indicators, but all of these researched High-Impact Educational Practices should be reflected in your program's student learning outcomes and curriculum.

Previous Feedback

Feedback will be provided once you have completed a full or mid-cycle review.

High-Impact Practices Used in this Program

Please use the following fields to discuss how your program is using the high-impact practices, successes and known issues and solutions, or ways you are considering incorporating them in the future. If you are not using any of the high-impact practices listed, please use the "Other or None of These," field to share what your program is doing to help students be successful.

High Impact Practices that currently apply to your program:

Collaborative Assignments and Projects, First-Year Seminars and Experiences

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Amanda Langhorst and Mark Herrmann

Submitter Email

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College or School Review Committee

The college or school committees set the tone for helping each program feel seen during this process. We have provided you with strength-based feedback tags to attach to this program review. Please select as many as applicable.

Overall Recommendations

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Explanation of Recommendations

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Student Learning Outcomes Assessment Feedback (tags)

Strong alignment with SLOA plan

Student Learning Outcomes Assessment Feedback (narrative)

The program shows strong alignment between the plan, the results, and the analysis done by the program. The curricular changes made are directly tied to outcomes assessment and analysis. The program has a good mix of direct and indirect learning outcomes and assessments.

Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

The program has seen a continual increase in majors and graduates since its inception three years ago, though the graduation informed persistence is starting to decrease. It would be important to keep an eye on this and make changes and/or create supports as necessary. It does have a large non-traditional and part-time student population that is mainly focused on degree attainment.
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High-Impact Practices Feedback

The program's orientation for new majors is a great idea! There appear to be a lot of opportunities for application of learning into direct practice, specifically within employment placements. The program has a flexible online program which seems appropriate for their student population.
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UNIVERSITY OF ALASKA FAIRBANKS

Student Learning Outcomes Assessment Plan

College of Business and Security Management

Bachelor of Applied Management (BAM)

2021-2025

CBSM MISSION: We are a diverse and inclusive learning community where innovation in teaching, discovery, and service prepares students for professional success that benefits our community, the state of Alaska, and the nation.

CBSM VISION: The College of Business and Security Management is recognized for high-quality programs, experiential learning opportunities for students, service to the community, and accomplished teaching and research faculty. The College of Business and Security Management continuously strives to be the known as a premier business school in Alaska and around the Nation.

DIRECT MEASURES

Competency	Assessment Instrument	Assessment Point
1. Communication A. Written Students should be able to produce high-quality professional communications on technical issues/topics for internal and/or external audiences. B. Oral Students should be able to produce high-quality professional presentations using various modes of technology on technical issues/topics for internal and/or external audiences.	A. Written Writing rubric assessing competencies across six categories. <u>Min. Standard:</u> 75% of students should meet or exceed expectations. B. Oral Oral rubric assessing competencies across eight categories. Minimal Standards: 75% of students should meet or exceed expectations.	A. Written Writing samples will be collected in BA 323 (Business Ethics). B. Oral Oral communications will be recorded and/or surveyed in BA 323 (Business Ethics).
2. Ethics A. General Students should be able to identify and understand whether certain business conduct is legal and/or ethical and apply the knowledge situationally. B. Ethical Leadership Students should be able to apply knowledge of effective leadership skills to specific situations	A. General Business Ethics section 3 of the Peregrine Business Administration Comprehensive Exam. B. Ethical Leadership Business Leadership section 6 of the Peregrine Business Administration Comprehensive Exam. Minimal Standards: 50% of students should score at or above national average for the topic section.	A. General The Peregrine Business Administration Comprehensive Exam will be administered in BAM 462 (Project Management). B. Ethical Leadership The Peregrine Business Administration Comprehensive Exam will be administered in BAM 462 (Project Management).

Competency	Assessment Instrument	Assessment Point
3. Finance Knowledge A. General Students should be able to apply and interpret financial information.	A. General Business Finance section 4 of the Peregrine Business Administration Comprehensive Exam. Minimal Standards: 50% of students should score at or above national average for the topic section.	A. General The Peregrine Business Administration Comprehensive Exam will be administered in BAM 462 (Project Management).
4. Management Knowledge A. Project Management Students should be able to illustrate the fundamentals of project management, including identifying project risks and effective means of risk management.	A. Project Management Embedded essay question on final exam. Minimal Standards: % of students should meet or exceed expectations (a score of 70% correct on the embedded question rubric).	A. Project Management Embedded essay question administered in BAM 462 (Project Management).

INDIRECT MEASURES

CBSM also performs indirect assessments. Each year the graduating students fill out an exit survey to assess their satisfaction level with their program. In total there are six value statements. Students were asked, for each statement, whether they strongly agree, agree, neutral, disagree or strongly disagree. The minimal standard that BSRB wishes to achieve is that 80% of students either strongly agree or agree with each statement.

- 1) I would recommend this program to another student
- 2) I feel well prepared to face expected professional challenges
- 3) I see myself as part of the CBSM community
- 4) I would feel comfortable asking a CBSM professor for help if I did not understand the material
- 5) When I interact with CBSM professors, I feel they care about how I am doing
- 6) Number Students Responding