

Business Administration - Bachelor of Business Administration - 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):

There were no previous recommendations attached to respond to.
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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 Measures: Overall, the students exceeded minimal requirements for most competencies. Only two skill areas were a bit low. For written communication students met or exceeded expectation in all areas except "critical thinking" where 67% of the student met expectations which was under the 70% that we expect, at minimum, to do so. The other area of note was "problem solving" where the Watson-Glaser exam is used for assessment. Here 43% scored over national average whereas our stated minimum is 50%. On "evaluate assumptions" 66% of our students scored average or above whereas our target is 75%. On "draw conclusions" 68% of our students scored average or above, again under 75%. On "recognize assumptions" the students exceeded our minimum requirement at 82%. Indirect Measures: For the question "I see myself as part of the CBSM community" In all three years (2020-2022) less than 80% of the students chose agree or strongly agree (56%, 76%, and 38%). For "I would feel comfortable asking a CBSM professor for help if I did not understand the material" just 44% chose agree or higher in 2020 but in 2021 and 2022 these numbers rose to 96% and 83%. For "When I interact with CBSM professors, I feel they care about how I am doing" 75% chose agree or higher in 2020 but in 2021 and 2022, 93 and 83 percent of the students chose agree or higher.
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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 Measures: For all undergraduate CBSM 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. In regard to Problem Solving, the BBA BA program director reached out to the adjunct faculty teaching BA 330 (where the Watson-Glaser test is administered) and made sure that the students were given the proper incentive to take the exams seriously. The program director also had the instructors take the exams themselves so that they understood what was involved. The instructors then gave out practice exams and youtube training videos to help the students with the exam and also to learn and reinforce the valuable critical thinking skills of recognizing assumptions, evaluating arguments and drawing conclusions that are important skills that the students will need in their professional life. The emphasis here on critical thinking skills also addresses the concern that came up in the writing assignments.

Indirect Measures: This was a good time for all CBSM programs to self-reflect on the challenges of teaching during a pandemic as well as challenges with community building as the distance education portion of course deliver was growing. In the Business Administration its director piloted a new discussion software, Packback which was featured on Shark Tank, to encourage class engagement and community building.

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:

Decline in majors, Increase in degrees awarded, Decline in SCH, No change in persistence, 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.

N/A

Optional Data Explanation

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

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, Diversity/Global Learning, ePortfolios, Writing-Intensive Courses, Internships, Capstone Courses and Projects

Other or None of these (explain)

Submission

Submitter & Collaborator Names

Kris Racina 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)

Compelling learning story,Strong alignment with SLOA plan

Student Learning Outcomes Assessment Feedback (narrative)

Nice and reflective job updating your SLOA. Strong: There is a good mix of direct and indirect assessment measures in the SLOA plan. There is also a good discussion of curricular changes that are directly connected to the analysis of assessments, such as the revision of the rubric that assesses student critical thinking as well as indirect measures encouraging programs to reflect upon challenges of teaching during the pandemic, and community building as the distance portion of the program delivery expands.

Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

It would be helpful to see some discussion of the tags that you have chosen: Increase in majors and Equity gaps. You indicate that you have a plan to address equity gaps, but not discussion on that topic. One point that the committee notes was that in the past couple of years, there has been an increase in degrees awarded, but a decline in majors. It is worth looking at trends like this one and trying to identify causes and actions that the program may be able to take.

High-Impact Practices Feedback

The program incorporates the kinds of practices that have been shown to engage and support students, such as group work and collaborative projects and ePortfolios. It would have been good to have some more information about the program's capstone and internships.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
College of Business and Security Management
Bachelor of Business Administration (BBA)
Business Administration (BA)
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. Minimal Standards: 70% of students should meet or exceed expectations. B. Oral Oral rubric assessing competencies across eight categories. Minimal Standards: 70% 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. Problem Solving General Students should be able to recognize assumptions, evaluate arguments, and draw appropriate conclusions.	General The Watson-Glaser exam. Minimal Standards: 50% of students at 50 th percentile or more; 75% of students score “average” or above in each subscale.	General The Watson-Glaser exam will be administered in BA 330 (The Legal Environment of Business).
3. Ethics General Students should be able to identify and understand whether certain business conduct is legal and/or ethical and apply the knowledge situationally.	General Business Ethics section 3 of the Peregrine Business Administration Comprehensive Exam. Minimal Standards 50% of students should score at or above national average for the topic section.	General The Peregrine Business Administration Comprehensive Exam will be administered in BA 462 (Corporate Strategy).

Competency	Assessment Instrument	Assessment Point
4. Technical Knowledge A. General Students should be able to test hypotheses, discuss business regulations, deploy a variety of information management systems, and relate business concepts to a global scale. B. Business Fields (i). Accounting: Students should be able to apply and interpret financial information. (ii). Business Finance: Students should be able to express and interpret the time value of money. (iii). Marketing: Students should be able to identify and interpret marketing strategy. (iv). Management: Students should be able to summarize theories of individual and group dynamics, organizational culture, and structure. (v). Microeconomics: Students should be able to define supply, demand, marginal cost, and types of competition.	A. General Sections 5, 8, 9, 10, and 13 of the Peregrine Business Administration Comprehensive Exam. Minimal Standards 50% of students should score at or above national average for the topic section. B. Business Fields (i). Accounting section 1 of the Peregrine BA Comprehensive Exam. (ii). Business Finance section 4 of the Peregrine BA Comprehensive Exam. (iii). Marketing section 12 of the Peregrine BA Comprehensive Exam. (iv). Management section 11a and 11c of the Peregrine BA Comprehensive Exam. (v). Microeconomics section 7b of the Peregrine BA 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 BA 462 (Corporate Strategy). B. Business Fields (i-iv). The Peregrine Business Administration Comprehensive Exam will be administered in BA 462 (Corporate Strategy).

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