

Business Administration - Master 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):

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 actually do an annual 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. 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.

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 MBA program there were only a couple of areas where the students did not perform to our minimal standards. One was the "critical thinking" skill in the written communication assessment where 72% of the students met minimal standards which fell short of the 80% that we have targeted. For the competency that directly assess critical thinking we used the CAT exam. This was the first time that the CAT exam was used for assessment. Therefore, we had no prior expectations. After going through the results, for now we have settled on a rubric of being within one standard deviation of the national average for each of the 15 skills that are assessed in this exam and especially in the 6 skills that address critical thinking. In the initial trial of the CAT exam, with just 18 students taking it, our students met the minimal standards on 13 of 15 skills. The two that they fell short on were

both critical think skills: (i) identify additional information needed to evaluate a hypothesis and (ii) explain how changes in a real-world problem situation might affect the solution.

Indirect Assessment: 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 (29%, 52%, and 67%). For "I would feel comfortable asking a CBSM professor for help if I did not understand the material" just 21% chose agree or higher in 2020 but in 2021 and 2022 these numbers rose to 92% and 83%. For "When I interact with CBSM professors, I feel they care about how I am doing" 67% chose agree or higher in 2020, 76% in 2021 but in 2022 it was up to 83%.

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: For critical thinking as part of the writing competency, we felt like the low score may have been due to a poorly worded rubric for critical thinking and we changed the wording to match what we are really trying to measure. To address the critical skill competency a training session will be offered for MBA faculty pertaining to critical thinking and the CAT exam in Spring 2023, MBA faculty are also discussing the possibility of using the CAT exam for a pre and post program assessment and a mapping exercise was undertaken to identify which courses were covering the critical thinking skills covered in the CAT exam and where these are either introduced, reinforced or emphasized.

Indirect Assessment: 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 future, the MBA program plans to do away with the leveling modules that it uses for students that come from disciplines outside of business and to create a 1-credit fundamentals of business course for a cohort of students without a business background.

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, No change in degrees awarded, No change in SCH, Decline 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.

MBA majors have been largely flat with a decline in the most recent year under review. This coincides with a larger-than-normal graduating cohort. It also reflects the favorable job market of 2021. MBA enrollment tends to correlate strongly with unemployment and inversely with economic growth. We expect to see some rebound in enrollment in 2023. Student credit hours remained consistent; while most MBA courses are taken by MBA majors, other graduate students (MSDM, One Heath, and non-degree-seeking) have also been attracted by some MBA courses. The MBA currently is under consideration for admitting international students. As part of this effort, we will offer some in-person courses. This may impact enrollment trends going forward. Overall, admitted student demographics remain consistent in terms of gender and racial diversity.

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,Writing-Intensive Courses,Internships,Capstone Courses and Projects

Other or None of these (explain)

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Submission

Submitter & Collaborator Names

Kim McGinnis 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,Compelling learning story

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 extended intent using the CAT exam as a pre and post assessment. Taking the time to map out the courses that provide instruction around critical thinking skills in regards to topic introduction, reinforced or emphasized is great. It would be interesting to have some more information about the program's plans for expanding on the knowledge and skill set of critical thinking within these courses.
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Profile Feedback

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Financial Feedback

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Student Success & Equity Feedback

Discussion on trends is appreciated. It is great to know that the Masters of Business Administration is considering opening the program to international students and incorporating more face to face offerings in the future, this is a positive step towards a rebound in enrollment.

High-Impact Practices Feedback

The committee appreciates the program's reflective statement regarding the challenge for higher quality experiential learning opportunities with a fully online program. It would have been good to have some more information about the program's plans for enhancing the online student experience.

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
College of Business and Security Management
Master of Business Administration (MBA)
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.

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: 80% of students should meet or exceed expectations. B. Oral Oral rubric assessing competencies across eight categories. Minimal Standards: 80% of students should meet or exceed expectations.	A. Written Writing samples will be collected in MBA 643 (Marketing Management). B. Oral Oral communications will be recorded and/or surveyed in MBA 643 (Marketing Management).
2. Critical Thinking A. General Students should be able to explore issues, ideas, and events comprehensively before accepting or formulating an opinion or conclusion.	A. General The Critical-Thinking Assessment Test (CAT). Minimal Standards: 80% of students score 75% or above.	A. General The CAT will be administered in MBA 617 (Organizational Theory for Managers).
3. Professionalism A. General Students should be able to identify and understand whether certain business conduct is legal and/or ethical and apply the knowledge situationally.	A. General Business Ethics section 3 of the Peregrine Master of Business Administration Comprehensive Exam. Minimal Standards: 50% of students should score at or above national average for the topic section.	A. General The Peregrine Master of Business Administration Comprehensive Exam will be administered in MBA 690 (Corporate Strategy).

Competency	Assessment Instrument	Assessment Point
4. Business Principles A. General Students should be able to test hypotheses and use quantitative and qualitative data to interpret business performance. B. Business Fields (i). Business Finance: Students should be able to express and interpret the time value of money. (ii). Management: Students should be able to summarize theories of individual and group dynamics, organizational culture, and structure. (iii). Marketing: Students should be able to identify and interpret marketing strategy. (iv) Economics: Students should be able to explain the determinants of supply and demand. (v) Accounting: Students should be able to interpret the business implications of financial statement information.	A. General Sections 5 and 13 of the Peregrine Master of Business Administration Comprehensive Exam. Minimal Standards: 50% of students should score at or above national average for the topic section. B. Business Fields (i). Business Finance section 4 of the Peregrine Master of Business Administration Comprehensive Exam. (ii). Management sections 11a, 11b, and 11c of the Peregrine Master of Business Administration Comprehensive Exam. (iii). Marketing section 12 of the Peregrine Master of Business Administration Comprehensive Exam. (iv) Economics section 7 of the Peregrine Master of Business Administration Comprehensive Exam. (v) Accounting section 1 of the Peregrine Master of Business Administration Comprehensive Exam. Minimal Standards 50% of students should score at or above national average for the topic section.	A. General The Peregrine Master of Business Administration Comprehensive Exam will be administered in MBA 690 (Corporate Strategy). Business Fields (i-v). The Peregrine Master of Business Administration Comprehensive Exam will be administered in MBA 690 (Corporate Strategy).