



Academic Program Review

Program Name: Applied Business - Associate of Applied Science

Academic Year 2025/2026

Recent Recommendations

Using your most recent review, please respond to all feedback and recommendations.

Response:

The previous program review provided generalized recommendations that were applied across all Applied Business and Applied Accounting programs, including both the AAS and Certificate levels. The feedback primarily focused on the need to strengthen program-level assessment processes, clarify measurable student learning outcomes (SLOs), and improve the connection between course assessments and overall program goals. Because the recommendations were nearly identical across all four programs, faculty interpreted them collectively and used them to guide a comprehensive departmental redesign during the 2023–2024 academic year.

As part of this redesign, the Applied Business AAS program underwent significant curriculum restructuring to address those recommendations. The program's SLOA was fully revised to define seven measurable outcomes aligned with core ABUS courses, ensuring each outcome can be assessed through authentic student work. In addition, the program simplified its structure by reducing the number of concentrations from eleven to five Applied Management, Entrepreneurship, General Business, Human Resources, and Leadership to reflect current workforce needs and faculty expertise. These changes also strengthened the certificate-to-AAS stackability, improved advising clarity, and ensured alignment between program outcomes and student artifacts collected for assessment.

While the department continues to face faculty capacity challenges following the 2024–2025 retirement of a full-time faculty member, the Applied Business AAS remains strong due to its collaborative adjunct network, applied teaching model, and continuous reflection on program outcomes.

Student Learning Outcomes

Describe the assessment of your student learning outcomes (SLOs). Discuss your findings, changes you are making, and what you hope to see as a result.

Response:

Assessment of the Applied Business AAS Student Learning Outcomes (SLOs) is conducted through a combination of course-embedded assignments, written projects, and applied learning experiences that measure students' achievement in seven key areas, including management, communication, customer service, teamwork, critical thinking, leadership, and professional ethics.

Faculty collect and review student artifacts from core courses such as BA F151X Introduction to Business, ABUS F154 Human Relations, ABUS F179 Supervision Fundamentals, ABUS F260 Marketing Principles. These artifacts such as reflective essays, marketing plans, and practicum reports provide direct evidence of students' ability to apply business concepts and demonstrate professional competency.

Findings from recent assessments show that students perform particularly well in applied business projects, demonstrating strong skills in teamwork, leadership, and ethical decision-making. Faculty have noted continued opportunities for growth in analytical writing and communication, especially in assignments requiring synthesis of complex information or data interpretation. To address this, the department has increased emphasis on written reflection and project-based communication throughout the AAS curriculum, including scaffolded assignments in ABUS F271 Business Communications and capstone-style projects in ABUS F299 Business Practicum.

Overall, assessment results confirm that students are meeting program expectations and successfully developing the applied business and leadership skills central to the AAS degree. Faculty plan to continue refining assessment practices and sharing examples of effective instructional strategies to ensure consistency across course sections.

Did you make any curricular changes based on your most recent SLOA? If so, discuss what changes were made. If no changes were made, please discuss the strengths of your curriculum based on the assessment of your outcomes.

Response:

■ Yes. Based on the updated SLOA and program assessment findings, the Applied Business AAS underwent a major curricular redesign during the 2023–2024 academic year to better align course content, program outcomes, and workforce relevance. The most significant change was the reduction of program concentrations from eleven to five Applied Management, Entrepreneurship, General Business, Human Resources, and Leadership. This restructuring eliminated several outdated or low-enrollment concentrations (such as Office Management, Tourism, and Public Management) and streamlined the curriculum to focus on high-demand, transferable business and leadership competencies.

In addition to consolidating concentrations, the redesign clarified core course requirements and enhanced stackability from the Applied Business Certificate to the AAS degree. The revised curriculum ensures that every student graduates with a strong foundation in communication, supervision, marketing, customer service, and human relations. Courses such as ABUS F175 Customer Service, ABUS F179 Supervision Fundamentals, ABUS F241 Business Law, and ABUS F260 Marketing Principles were strengthened or standardized across concentrations to improve alignment with the program's learning outcomes.

These changes have resulted in a more cohesive and accessible degree program that supports both workforce entry and lifelong learning. The streamlined curriculum allows for clearer advising, more predictable scheduling, and a consistent student experience across all concentrations key strengths that reinforce the program's applied, student-centered mission.

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

Communication outcomes in the SLOA plan are: **Embedded**

Check the checkbox to certify completion of the following tasks:

- ☐ Upload supporting documents to the Supporting Documents folder. This includes artifacts, rubrics, and other documents related to your SLOA.
- ☒ Upload your most recent SLOA to the Supporting Documents folder, even if no changes have been made since the last review.

Have changes been made to your SLOA document since your last review? **Yes**

If so, please summarize what changes were made.

Response:

Yes. The Applied Business AAS SLOA was comprehensively revised during the 2023–2024 program redesign to align with the updated curriculum and more accurately reflect measurable student learning outcomes. The new SLOA identifies seven specific outcomes that assess students' proficiency in areas such as management, leadership, communication, teamwork, problem-solving, ethics, and professionalism. Each outcome is now clearly tied to one or more ABUS courses, providing a structured framework for collecting assessment data and analyzing student performance across the program.

Communication outcomes are intentionally embedded throughout the curriculum. Courses such as ABUS F271 Business Communications, ABUS F175 Customer Service, and ABUS F179 Supervision Fundamentals provide multiple opportunities for students to practice professional writing, oral communication, and interpersonal skills in applied business contexts. The revised SLOA also ensures that these communication skills are evaluated not only through traditional written assignments but also through projects, presentations, and the ABUS F299 Business Practicum, where students demonstrate communication effectiveness in real or simulated workplace settings or with capstone level projects. These updates provide a more cohesive and measurable framework for evaluating how the AAS program prepares students for professional success in various business environment.

High Impact Practices

Please indicate which high impact practices are currently being implemented in relation to the program's student learning outcomes.

- | | |
|--|---|
| ☒ Capstone Courses & Projects | ☐ Graduate Level Research |
| ☒ Collaborative Assignments & Projects | ☒ Writing-Intensive Courses |
| ☐ Diversity/Global Learning | ☐ Publications |
| ☒ ePortfolios | ☒ Communications |
| ☐ First-Year Seminars and Experiences | ☒ Scholarly Activities |
| ☐ Internships | ☐ Studios |
| ☒ Service or Community-Based Learning | ☒ Practicum |
| ☒ Undergraduate Research | ☐ Other |
| ☐ Labs | ☐ None of these |

Discuss how the HIPs in the program are reflected in the SLOA. If you have identified HIPs that are not included in the SLOA, please consider an update.

Response:

High-impact practices (HIPs) are deeply integrated into the Applied Business AAS program and are directly connected to the Student Learning Outcomes (SLOs) identified in the revised SLOA. The program's applied structure emphasizes experiential learning, professional communication, and ethical decision-making core competencies developed through multiple HIPs embedded across the curriculum.

Capstone projects and the ABUS F299 Business Practicum provide culminating opportunities for students to apply their knowledge in real-world business settings, demonstrating mastery of leadership, management, and communication outcomes. Collaborative projects and writing-intensive coursework are woven throughout courses such as BA F151X Introduction to Business, ABUS F175 Customer Service, ABUS F179 Supervision Fundamentals, and ABUS F263 Public Relations, where students develop marketing or management plans, and work in teams to solve authentic business challenges.

Service and community-based learning is reflected in applied assignments that require students to engage with local businesses, nonprofit organizations, or simulated workplace scenarios, reinforcing UAF's mission of community engagement and public service. ePortfolios are also used to help students document and reflect on their learning, serving as both an assessment artifact and a professional resource for employment. While these HIPs are already reflected in the current SLOA, future updates may more explicitly document the assessment of ePortfolios and service-based projects to strengthen alignment between course-level activities and program-level outcomes.

Student Success

Please reference the [Resources tab](#) for information on accessing the Student Success Data Dashboard and contacting your designated data liaisons.

Student Success Data Trends

Persistence: **Decrease**

Pass Rates: **Select**

Student Credit Hours: **No Change**

Majors: **Increase**

Degrees Awarded: **Increase**

Other Trends (if applicable):

Note from Accreditation administrator - submitter noted that pass rates were not disaggregated*

Achievement Disparities

Discuss any achievement disparities identified in your disaggregated student success data and explain how you plan to address them.

Response:

We had a significant number of ghost students apply to our program in the 2024-2025 academic year. We believe the unsuccessful ghost students who registered for classes contribute to overall lower persistence. You will see a small surge in 2024's degrees awarded as we were transitioning catalogs and identifying students who would be able to graduate under the old catalog. Now we are still up from the last review cycle, and starting to see normalize numbers again.

Closing the Loop

Please discuss how your student learning outcomes are reflected in high impact practices and student success data.

Response:

Please see uploaded artifacts.

Academic Program Profile

The following questions help show how your program supports the university's mission, connects with other UA programs, engages with the community, contributes through service courses, and supports student success after graduation. Please use this section to highlight the value your program brings to students, the university, and beyond.

UAF's Mission:

The University of Alaska Fairbanks is a Land, Sea, and Space Grant university and an international center for research, education, and the arts, emphasizing the circumpolar North and its diverse peoples. UAF integrates teaching, research, and public service as it educates students for active citizenship and prepares them for lifelong learning and careers.

In what ways does your program advance UAF's mission?

Response:

The Applied Business AAS program advances UAF's mission by providing accessible, high-quality education that prepares students for leadership and management roles within the local business, nonprofit, and public sectors. Through applied coursework and experiential learning, the program equips students with the communication, critical thinking, and problem-solving skills necessary for active citizenship and professional success. The AAS degree serves a broad range of learners first-generation college students, working adults, and lifelong learners who seek to enhance their career prospects and contribute to Alaska's economic and community development.

By integrating teaching and public service, the program reinforces UAF's mission through its commitment to workforce development and community engagement. Students apply classroom learning to real-world contexts through service-based projects, collaborative problem-solving, and the ABUS F299 Business Practicum, which may partner students with local employers and organizations. In doing so, the Applied Business AAS not only supports students in achieving their personal and professional goals but also strengthens students' local economies and organizational capacity embodying UAF's dedication to education that serves both individuals and communities across the state.

How is your program related to others in the UA system?

Response:

The Applied Business AAS is closely connected to other programs within the UA system and serves as a critical link in UAF's applied business education pathway. The program is fully stackable with the Applied Business Certificate, allowing students to begin with a short-term credential and build toward the AAS without losing credits. Courses within the AAS can align with the Associate of Arts transfer degree, enabling students to use some of their business coursework as electives while pursuing broader academic goals.

Graduates of the AAS program have multiple options to continue their education within UAF, including transitioning into the Bachelor of Applied Management (BAM) or designing an individualized plan through the Interdisciplinary Studies program. However, like the Applied Business Certificate, Applied Accounting Certificate, and the Applied Accounting AAS, this structure is not as efficient or direct as models seen in community college systems in the Lower 48, where students can transfer seamlessly into Bachelor of Business Administration (BBA) programs. Continued coordination across the UA system would help create clearer and more accessible transfer pathways for Alaskan students who wish to build upon their applied business foundation and pursue advanced degrees in business or accounting.

Who are your key community or external partners?

Response:

The Applied Business AAS program maintains strong relationships with community and industry partners that help ensure the curriculum remains relevant to community workforce needs. The program relies heavily on adjunct faculty who are active business professionals across fields such as management, marketing, human resources, and entrepreneurship. These instructors bring current, real-world expertise into the classroom, enriching student learning with applied examples and professional perspectives.

In addition, the program partners with organizations such as the Greater Fairbanks Chamber of Commerce, the Alaska Business Interior Accelerator, and local small business owners who engage with students through guest lectures, community projects, and practicum opportunities. These partnerships support students in developing both technical and interpersonal skills while fostering connections that often lead to employment or mentorship. Together, these relationships ensure that the Applied Business AAS continues to prepare graduates who are capable, community-minded contributors to their local business ecosystem.

What role do your services courses play, if any?

Response:

Service courses such as ABUS F154 Human Relations, ABUS F155 Business Math, ABUS F170 Business English, and ABUS F271 Business Communications play an essential role in the Applied Business AAS program and across UAF's Community and Technical College. These courses build foundational skills in communication, professionalism, leadership, and quantitative reasoning that are applicable to a wide range of industries and academic programs. They are taken not only by Applied Business students but also by learners in programs such as accounting, healthcare, and applied technologies, demonstrating their broad relevance across the university.

Within the Applied Business AAS, these courses directly support the program's Student Learning Outcomes by developing students' ability to communicate effectively, collaborate with others, and solve workplace problems ethically and efficiently. Together, they provide the soft-skill and analytical foundations that enhance students' success in higher-level courses such as supervision, marketing, and management and prepare graduates to transition smoothly into the workforce or continue their education.

How do your graduates succeed after leaving the program?

Response:

Graduates of the Applied Business AAS program find success in a variety of professional pathways, with many securing positions in management, human resources, customer service, marketing, and small business operations across local public, private, and nonprofit sectors. The applied nature of the program emphasizes leadership, problem-solving, and communication preparing graduates with the skills needed to step confidently into supervisory or administrative roles immediately after completing their degree.

In addition to workforce entry, a significant number of graduates use the AAS as a stepping stone for continued education, either by stacking into the Bachelor of Applied Management

(BAM) or designing a custom degree through Interdisciplinary Studies. This flexibility allows students to continue building on their applied foundation while advancing their leadership and business expertise.

Employers regularly report that AAS graduates demonstrate strong professionalism, initiative, and the ability to adapt to organizational needs attributes that reflect both the quality and relevance of the Applied Business program in supporting local workforce and economic development.

Submitter and Collaborator Names:

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Committee Review

Program Name: Applied Business – Associate of Applied Science

Academic Year 2025/2026

Overall Recommendations

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

- | | |
|---|--|
| ☐ Insufficient Narratives | ☐ Report Incomplete |
| ☐ Address Achievement Gap | ☐ Consider Curricular Revisions |
| ☐ Develop Online Offerings/Options | ☐ Improve Time to Degree |
| ☐ Increase Enrollment | ☐ Increase Graduates |
| ☐ Increase Retention/Persistence | ☐ Strengthen Advising Practices |
| ☒ May be asked to share Effective Practices | ☐ Recommendation to University-Wide Committee |

Explanation of Overall Recommendations

Response:

"The program accurately identified key trends from the Student Success Dashboard, including increases in majors and degrees awarded, stable SCH, and a decrease in persistence, though the lack of disaggregated pass-rate data limited reporting in that area. The program attributes low persistence to "ghost students" admitted during the 2024–25 academic year, and further explanation of this issue would strengthen the review.

The program reports serving a diverse student population and highlights community-based engagement, real-world instruction, guest lectures, and practicum opportunities as support mechanisms. Recent assessments indicate that students excel in applied projects demonstrating teamwork, leadership, and ethical decision-making, while also identifying areas for growth in analytical writing and communication. In response, the department has increased emphasis on scaffolded writing and communication assignments across the AAS curriculum, including enhanced coursework in business communications and expanded capstone-style projects. These will be useful to report back on in the 2027 full program review.

The program states that graduates succeed in careers across management, human resources, customer service, marketing, and continue into BAM or Interdisciplinary Studies degrees, though providing supporting data on the 2027 review is recommended. "

Student Learning Outcomes Feedback



Strong

☐ Developing

Requires Minor Revision

☐ Requires Major Revision

Student Learning Outcomes Assessment Feedback



Strong Alignment with SLOA Plan



Clear, Concise Presentation of Findings



Compelling Learning Story



Missing a Direct Measure



Missing Active Verbs



Missing Curricular Connection



Missing Collaboration within

Department

SLOA Feedback Narrative:

Provided 6 SLOs, all of which have clear and well-defined procedures for assessment and implementation plan (that includes where in the program the SLO must be completed and assessed in the program). The assessment plan and implementation processes for each SLO were strong; the artifacts/rubrics used for assessment was included in the supplementary documents folder. Evidence (data) on how the SLOs is being met was provided in primarily narrative form in the template. For the full-program review in 2027, please provide evidence for all SLOs as a more in-depth narrative with data and/or as a supplementary document(s). This was a very strong and well-developed SLOA, inclusion of the artifacts is greatly appreciated.

The program provided an overview of the curricular changes, their rationale, and the realized or potential impacts/improvements of those changes.

The program provided only referred to the artifacts in addressing how SLOs are reflected in the HIPs and student success data. This is essential to discuss as it is a primary expectation of NWCCU. Documenting continuous improvement and the closing of the loop are important components of the program review process, not just as an exercise, but to demonstrate that assessment results are used to make meaningful, evidence-based changes that enhance program quality and student learning. This process ensures accountability, fosters a culture of ongoing improvement, and provides clear evidence to accreditors and stakeholders that actions lead to measurable outcomes. For the full-program review in 2027, should include additional evidence to document this outcome specifically for each SLO to support the narrative overviews.