

**Included in this document is the Outcomes Assessment only
For the full Self-Study Report, please contact the Business
Administration Department at buadmin@alaskapacific.edu**

3. *Provide assessment data resulting from implementing your outcomes assessment plan (i.e., the data resulting from implementing the measurement tools identified in the academic business unit's outcomes assessment plan). The self-study must provide assessment results for each of the following areas:*
 - a. *Intended student learning outcomes: Provide student learning data relating to the intended student learning outcomes in each business program included in the accreditation review (including majors, concentrations, specializations, and emphases contained within the program). This information must include data relating to the extent of student achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.*

This report includes assessment data for our Bachelor of Arts degrees in Accounting, Business Administration/Management, and MBA only. The Accelerated BAM/MBA program did not have any graduates in the self-study year, and EMBA Strategic Leadership had only one graduate. Because outcomes data are not available or minimally available for these two programs, they are not included.

Accounting Direct Measures:

Two direct measures were intended for use in the evaluation: Senior Projects and Capstone CompXM. The Senior Project is a 12-credit course students take at the completion of their coursework to demonstrate knowledge of the subject and the ability to apply concepts to problems in the workplace or to answer a research question. We planned to use Capstone CompXM as a second direct measure. The assessment process is a new experience for the faculty at APU, and IACBE accreditation was the impetus for this effort. We considered many different possibilities at the planning stages with respect to the tools we would use for assessment. It was decided that capstone simulation would be a good tool for assessing accounting competencies. The plan was to use it in AC 46500, the last course in the upper level accounting sequence students completed before moving on to the senior project. Because we only offer the upper division (300 & 400 levels) accounting courses once a year, they are taken in a sequence resembling a cohort model although that is not required. Typically accounting majors begin and end the upper division accounting courses in fall, spring, and summer consecutive semesters. For example a student who begins the series of upper division accounting courses in fall 2012 will complete that sequence in summer 2013. This arrangement made it easier to identify the course students took at the end of their program of study within which the CompXM could be integrated. This sequence does not include senior projects since they are completed after the accounting course sequence is taken. Typically the students would have completed all other required courses in the department and the general university requirements by the time they complete the upper level accounting courses. Occasionally a student may have one or two GURs or electives that may remain to be completed along with the senior project.

In fall 2012, the starting accounting class was significantly smaller than it had been, and the university administration decided to cancel the upper division accounting courses. This happened one other time several years ago. Because of the typical ebb and flow of incoming accounting students, putting the upper level accounting courses on hold for a year when the classes were small helped the numbers in the following year. Because the upper level accounting courses were not offered in 2012/13, we do not have data from the CompXM direct measure. We plan to use the direct measure in the next AC 46500 class effective fall 2014. Now that we have information about Peregrine testing services, we may consider this as an alternative direct measure. See summary evaluation for more discussion.

Discussed below is the assessment of the SLOs using senior projects. A qualitative review of the senior project was conducted to assess the degree to which each of the SLOs were met. Using this information, we are able to determine whether the program met the department's broad-based learning goals, albeit

there are limitations given that we have only this one direct measure to assess the goal attainment in this round of evaluations.

Senior project:

A qualitative review of the senior projects was conducted to evaluate the achievement of student learning objectives. The SLOs were evaluated using the guidelines in Appendix 1.1.A Table 1A: SLO Evaluation Criteria-Accounting. We looked for indications of knowledge, the ability to solve accounting problems, skill in writing and research, and the integration of theoretical foundations and good business judgment in the project. We placed weights on the strong, adequate, and relatively weak indications to arrive at a composite indicator score. To some degree the nature of the student project determines whether a knowledge or skill is apparent in the senior project. For example, the nature of the accounting research question may have not necessitated the student to address ethics or apply business judgment. This evaluation, therefore, must be read with that caveat. The composite score indicates to what degree the senior projects taken together demonstrate knowledge, the ability to solve problems, skill in writing and research, and the integration of theoretical foundations and good judgment. The result (in Appendix 1.1A Table 2A) is not surprising. While the accounting students passed the senior project course with average and above average grades, they did not necessarily do the kinds of projects that reflected their knowledge of factual accounting theories and concepts; their knowledge and attitudes toward professional ethics; or their problem solving skills. The students met our criteria for writing style, research methods and application, and theoretical foundations of the discipline. We have learned from this analysis that if we are to use senior projects as a direct measure, selecting the kind of projects that demonstrate all SLOs is important. Advising at the early stages of senior project development is crucial. The content of the project is as important and must be balanced with a strong focus on methods of research and written and oral communication. We have not accomplished this with the use of senior projects and, therefore, other direct measures need to be relied on to make a confident determination that the individual SLOs were satisfactorily met. This insight supports IACBE's requirement for a second direct measure, and we do plan to use a summative evaluation tool in our next round of evaluation.

Accounting Indirect Measures:

The two indirect measures used were current student and alumni surveys.

The current student survey was sent to 155 students in all undergraduate programs including the Associate of Arts degrees. We had a 30% response rate with 47 responses. Of the 47 responses, 33 were from BA degree students, 6 from Accounting, and 27 from BAM. The following discussion pertains to accounting student responses. The BAM student responses are discussed under a separate section.

All accounting students were working adults with one in a managerial position and the others in direct services or helping professionals and so on. At the time of the survey four of the respondents were at their jobs for 3 or more years and two in their current job for 1 year. One student indicated that a graduate degree after completion of the bachelor degree was highly likely. Upon completion of the degree, all of them showed positive expectations in career advancement, employment status change, or increased compensation. (See the Expectations Summary Table below.)

Question: Upon Completion of the degree, are any of the following possible? (Respondents marked all that applied.)

Expectations Summary Table

	Number of responses	% of total respondents
Career advancement	5	83.33%
Employment status change	4	66.67%
Field change	2	33.33%
Increased compensation	4	66.67%

The alumni survey had a 28% response rate. Of the 134 alumni contacted, 38 responded; 23 or 60% majored in BAM and 7 or 18% in accounting. The primary job functions of the accounting alumni included Assistant CFO of Accounting/Budget/Finance, Auditing, Accounting, and owner of an accounting firm. At the time of the survey one individual was at their current job for 1-3 years, three individuals for 4-6 years, and two for 7 or more years. They reported the following successes since graduating from APU:

“I graduated with my MBA in October 2013. Also, I am the Assistant CFO Operations for the VA Hospital system in upstate New York.”

“Qualified for new job description of my position.”

“I was promoted to a Senior Staff Accountant right before I graduated with my BA. Then I got another promotion, and went on to get an MBA with a Finance Concentration in 2010—also from APU. Next week, I will be moving to a new job as an Accounting Supervisor.”

“Started my own business and purchased another.”

“I earned my CPA. I have been promoted to senior auditor.”

In answer to the question “How has your education at APU been an asset?” we received the following responses:

“It got me started in my field and also prepared me to go on with my MBA which is now finished.”

“Overall, yes. The learning was great, and my company noticed that I did continuing education at a higher frequency than the normal worker.”

“It helped with a promotion that required a BA in Accounting.”

“Was able to land a better paying job even though it is not in the accounting or business field.”

“When I started DCP classes at APU, I was an Accounting Clerk. Starting next week, I will be an Accounting Supervisor. The increase in wages has more than offset the cost of attendance, and I have a much more fulfilling career as a result of attaining my degree; I have been able to start my own accounting company.”

It is also interesting to note that when asked if they received a raise or promotion either directly or indirectly as a result of their education in this program, 3 out of the 7 respondents said no. (See Appendix 1.1.A Table 5A.)

Responses to certain questions on both current student and alumni surveys helped us evaluate the SLOs. These questions are identified by the SLO numbers in Tables 3A and 4A in Appendix 1.1.A. In the opinion of the current students, all the SLOs were met with 100% of respondents agreeing or strongly agreeing with the statements. However, in the alumni survey only 86% of the respondents agreed or strongly agreed that they gained knowledge in all areas of accounting (SLO1). Only 72% of them agreed or strongly agreed that they became skilled in discussing and defending views in accounting effectively in written and spoken words (SLO4). And 86% of the alumni surveyed agreed or strongly agreed that they understood the research process and applied it to develop solutions to problems (SLO5). One hundred percent of the survey respondents agreed or strongly agreed that they met SLOs 2, 3 & 6.

With respect to the relevance of curriculum, we seem to have done well. Alumni agreed or strongly agreed that our curriculum was current and relevant to their field of employment and that they developed and enhanced their problem solving skills. One of the 7 respondents did not think that theories and concepts were applicable to their everyday work. One person, perhaps the same respondent, also indicated that the skills obtained in the program were not applicable to the job held during enrollment. One out of the 6 current students also disagreed that the curriculum is relevant to their field of employment or future career goals (Appendix 1.1.A Table 3A). Occasionally we find students in the accounting program working in general business areas and not directly in accounting or finance related jobs. This might have been the reason for this response.

Summary Discussion

It is interesting to note that there is a high inconsistency between our evaluation of meeting the SLOs and the student opinions about these SLOs. (See the Summary Evaluation Table below.) While our assessment is based on project demonstrations, students, both current and alumni, are responding to their total educational experience including coursework. For example, while a student may have a strong grasp of the ethical responsibilities of the profession, she may not have picked a senior project topic that fully demonstrated this knowledge. Thus the inconsistency is not surprising. The difference between the current student responses and the alumni responses are also interesting. For SLOs 1, 4 & 5, alumni don't fully agree that they met the learning objectives in the areas of accounting knowledge, written and oral communication, and research and application. This may be because as they mature in experience and become veteran professionals, they are able to be more critical and insightful about what they lack as opposed to a current student who still has not fully had the opportunity to test his skills at professional work.

Summary Evaluation Table

BACHELOR'S-LEVEL PROGRAMS				
Intended Student Learning Outcomes		Assessment Measures		
<i>Accounting</i>	<i>Direct: Senior Project</i>	<i>Direct: CompXM</i>	<i>Indirect: Student Survey (Table 1A)</i>	<i>Indirect: Alumni Survey (Tables 2A & 3A)</i>
1 <i>Knowledge of Accounting:</i> Gain knowledge in all areas of accounting: financial, managerial, systems and internal control, auditing, and taxation.	50% scored 70% or higher Did not meet target	X	100% agreed or strongly agreed	85.7% agreed or strongly agreed Did not meet target (90%)
2 <i>Professional Ethical Behavior:</i> Develop attitudes for responsible and ethical social behavior in professional practice.	50% scored 70% or higher Did not meet target	X	100% agreed or strongly agreed	100% agreed or strongly agreed Met target (90%)
3 <i>Concepts & Principles:</i> Learn to apply concepts and principles to solve complex accounting organizational problems.	25% scored 70% or higher Did not meet target	X	100% agreed or strongly agreed	100% agreed or strongly agreed Met target (90%)
4 <i>Written & Oral Communication:</i> Become skilled in discussing and defending views in accounting effectively in written and spoken words	100% scored 70% or higher Met target		100% agreed or strongly agreed	71.4% agreed or strongly agreed Did not meet target (90%)
5 <i>Research & Application:</i> Understand the research process and apply it to develop solutions to problems.	88% scored 70% or higher Met target		100% agreed or strongly agreed	85.7% agreed or strongly agreed Did not meet target (90%)

<p>6 <i>Critical Thinking</i>: Develop skills in logical thinking, inductive and deductive reasoning, and critical analysis.</p>	<p>88% scored 70% or higher Met target</p>	<p>X</p>	<p>100% agreed or strongly agreed</p>	<p>100% agreed or strongly agreed Met target (90%)</p>
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BAM Direct Measures

The BAM degree program was evaluated using three direct measures: Senior Projects, both the written and oral portions; Graduation Competencies; and the CLA. The results from these evaluations are discussed below.

Senior Project—Written

All students complete a significant applied research project designed to assist them in their work environments, career changes, or professional interests. The senior project may involve quantitative, qualitative or mixed method research or it may be project-based such as completing a training manual, grant proposal, publishable article, or business plan. The senior project builds upon and further personalizes the student's education; it combines knowledge gained with the ability to apply that knowledge to a real situation.

Senior project are graded based on the following criteria: quality of the written portion of the senior project which includes management of time, clarity and use of the English language, APA formatting, structure, effective communication, and continuity; the quality of the senior project content including problem solving and individual student motivation; the literature review; the placement of the study in core areas of business; the examination of the business environment of the research problem; the methods; ethical implications; rigor in analysis and interpretation; comparison of results with the literature; conclusions; and reflections on personal growth. A panel of three business administration faculty members evaluates the written portion of the senior project. Occasionally, a community member is added to the panel as a content expert. We hope to establish a community expert on every panel in the future. Normally students complete their senior projects the same semester they graduate.

Results

The Business Administration Department established the performance target for this direct measure as at least 80% of students completing their written senior project receiving an average score of 70% or higher.

The total grades for the senior project based on the above mentioned grading criteria including the presentation points resulted in an average score of 88.5% from 12 students; all students received higher than 70%. (See Table 1B in Appendix 1.1B.) With the missing details¹ from fall of 2012 and spring of 2013, we are submitting in the above mentioned table the detailed senior project scores for summer 2013 and fall of 2014 which consists of 7 students. We believe these scores are consistent with the scores of students during the study year. We have documentation of prior years; however, we were not using the study year rubric at that time.

The overall written project is a composite of the quality of the writing and the quality of the content. This gives the overall score for the written project. From the senior project faculty's point of view, the rubric and the evaluation instruments are working much better than the previous rubric and instrument developed before we engaged in IACBE.

Senior Project—Oral Presentation

¹ Ordinarily, senior project instructors keep copies of senior project grading sheets for a later summary analysis. These instructor grading summary sheets for fall 2012 and spring 2013 have been lost or misplaced.

Students present their senior projects in person and online to the public, family members, business colleagues, and the campus community at the end of each semester. Presentations are recorded using Blackboard Collaborate. Students demonstrate a complete understanding of the project and are able to respond as an expert to all questions from faculty and colleagues. The presentations are reviewed in the following areas: management of time, appropriate use of multimedia, effective presentation and communication of the project, and the quality of responses to questions. A panel of three business administration faculty members evaluates each senior project presentation. Occasionally, a community member is added to the panel as a content expert. We hope to establish a community expert on every panel in the future.

Results

The Business Administration Department established the performance target for this direct measure as at least 80% of students presenting senior projects would receive an average score of 70% or higher. The total grades for the senior project including the presentation points resulted in an average score of 88.5% for 12 students; all students received higher than 70%. In Table 2B in Appendix 1.1B, you will find the detailed senior project presentation scores for 7 students in summer 2013 and fall of 2014. We believe these scores are consistent with the scores of students during the study year. We have documentation for years prior to self-study year; however, we were not using the study year rubric at that time.

The overall senior project oral presentation scores indicated that the BAM students excel at presentations and are experts in the topics of their projects. They are adept at responding to questions from the faculty, campus community and community at large. Students would benefit even more from having a content expert from the community on their senior project panel. We hope to establish this in the future. The current senior project guidelines do not really prepare students to present their project; we hope to correct this oversight and rewrite the senior project handbook.

Graduation Competencies

Graduation competencies are a direct assessment measure of pertinent course assignments. The BAM Program is a degree-completion program; hence, some students will come into the program with the required competencies and will not need to take some of the courses we use to assess undergraduate competencies. Many BAM students are also distance education students who are not able to come to campus, even for graduation. The collection of pertinent final projects, exams, presentations, and team projects demonstrates a mastery of competencies for our graduates. The selected assignments from core courses measure performance based on the benchmark for each measure. The rubrics attached (included in OAP) for each written assignment and the exam measure student competency at average/adequate or above levels. Annually the Director of Business Administration and Management will work with other faculty teaching in the program to review how we are meeting our IACBE benchmarks/targets. BAM program competencies are assessed by the Director, faculty teaching in the program, and a Business Administration Advisory Board volunteer every other year.

Results

See Table 3B in Appendix 1.1 B for summary results of Graduation Competencies. The process of preparing for IACBE and developing and evaluating the graduation competencies helped the

department realize that the curricula needed more emphasis on economics and statistics. In the spring of 2013 major changes were made not only to the BAM degree but other degrees in the department. The changes included increasing the focus on economics from one course to two and statistics from one course to two. The changes took effect the fall of 2013. The economics course was changed from BAM 21600: Survey of Economics, 4 credits to BA 26000: Macroeconomics, 3 credits and BA 26500: Microeconomics, 3 credits. The statistics course was changed from IS 24200: Statistical Methods in Research, 4 credits to IS 26000: Statistical Foundations, 3 credits and IS 36000: Statistical Research, 3 credits. The increased exposure in these courses will increase the students' competencies in both areas. Additionally, the department realized an overlap between BAM 45400: Organizational Development and BAM 45800: Organizational Behavior and Leadership, and so retained the BAM 45400 and changed the leadership course to BAM 45800: Strategic Leadership.

Organizational Communication (IS 20600) is no longer a major requirement and will be deleted from the graduation competencies in the future. Due to the changes in economics, BAM 21600 will be changed to BA 26500: Microeconomics although the assessment measure will remain the same. The IS 24200 assignment will become the assignment in IS 36000. It is important to note that students routinely take BAM 46200, BAM 40200, IS 36000, and IS 44500 right before or during the time they are preparing their senior projects.

Collegiate Learning Assessment (CLA)

The CLA is intended primarily to assist faculty, department chairs, school administrators and others interested in programmatic change to improve teaching and learning, particularly with respect to strengthening higher order skills. The CLA provides a platform for students to demonstrate the following skills: critical thinking, analytic reasoning, problem solving, and written communication. CLA calculates both unadjusted and adjusted scores to give two perspectives on institutional performance and comparison.

Results

The Value-Added and Precision Estimates are valuable in determining if students gained from their education at APU. See Table 4B in Appendix 1.1B for the institutional CLA scores.

When we included this measure, we anticipated being able to isolate the results from the adult population. As we could not isolate the adult population, and the numbers for freshman and seniors completing CLA is low, we will be dropping this measure from our assessment.

BAM Indirect Measures:

Two indirect measures were used: current undergraduate surveys, and alumni surveys. Results from each survey are discussed below.

Business Administration Undergraduate Student Survey

The current Undergraduate Student Survey for Business Administration and Management has been updated and improved over the years. In 2012, it was modified and distributed to students in the Business Administration Department. The survey is administered in the spring semester of each year. It includes general questions regarding Business Administration, our services, degree requirements, course content, and desired outcomes.

Results

The Business Administration Undergraduate Student Survey is sent to current students every spring semester. It was administered over approximately a two week period in March of 2013. At the time of the survey 155 students in the Business Administration Department were sent the survey; 47 students completed it. We got a return rate of 30.5%. Of the students responding, 57.45% (27) were Business Administration and Management (BAM) students. Of the BAM respondents, 37.4% (10) were male and 62.96% (17) were female. There were 62.96% (17) between the ages of 25-44 years old and 37.04% (10) between the ages of 45-64 years old. The following indicates the race/ethnicity of the students responding in the BAM degree: 55.56% (15) Caucasian; 44.44% (12) American Indian/Alaska Native; 7.41% (2) African American; and both Asian Pacific Islander and Hispanic students were 3.70% (1) each. Somehow this totals 31 and the survey indicated that only 27 BAM students responded. The majority of the BAM students responding were in management (44.44%) or were executives (14.81%).

The following details pertinent information in the survey. The results of the complete survey can be provided upon request. This survey is sent out to all current students whether they are beginning the BAM degree or finishing it. There are three areas discussed below that we could improve: curriculum relevant to the field of employment or future career goals; technology used in business; and the content, interactivity, and real classroom experience of e-learning courses. We are concerned, of course, when we do not meet a target, and we will follow these areas to see if we can improve in the next survey. We have been discussing how to improve the technological skills of our students given the fact that we do not have a course dedicated to this area. The training of full time faculty and adjuncts in e-learning is a constant challenge; we will be conducting regular workshops with our IT department and department faculty to improve this score. It is interesting that the highest percentage of students agreed or strongly agreed that they were learning skills to enhance their careers and communication skills (a combined total of 100%), yet they did not respond the same way for the question about curriculum relevant to their employment and future goals. (See Table 5B in Appendix 1.1B.)

Students were also concerned with academic advising, the availability of courses and course scheduling, and the consistency and cost of texts. The department discussed the costs of textbooks but so far has not made a decision on the matter. We have made an effort to be consistent with text selection between full time faculty and adjunct faculty members. The scheduling of courses could be enhanced with a recommended schedule of when to take courses along with a two-year schedule of courses—this will be happening by the fall of 2014.

Business Administration Undergraduate Alumni Survey

The Alumni Survey for adult students was developed and used for the first time in 2008/2009. Alumni are surveyed every other year in the fall. The survey conducted in 2011 included degree completion program graduates from the past five years. No survey was administered during the study year. We used the results from the fall of 2013 survey in this self-study.

Results

The Business Administration Alumni Survey was administered over approximately a two-week period in November of 2013. This survey was sent to alumni who graduated within the last seven years and is sent out every other fall semester. As the study year for IACBE fell on a year we did not collect alumni survey responses, you will find the fall 2013 Alumni Survey results tabulated. At the time of the survey, 134 alumni from the Business Administration Department were sent the survey; 38 alumni completed it. A return rate of 28.34%, of the alumni responded; 60.5% (23) of those graduated with a BAM degree. Of the BAM alumni, 42.86% (9) were male and 57.14%

(12) were female. There were 47.62% (10) between the ages of 25-44 years old and 47.62% (10) between the ages of 45-64 years old. There was only one student between 18-24 years old which represents 4.76% of survey respondents. The following indicates the race/ethnicity of the students responding in the BAM degree: 70% (14) Caucasian, 10% (2) American Indian/Alaska Native, 10% (2) African American, and 10% (2) mixed race. (See Table 6B in Appendix 1.1B for summary results.)

Two of the questions pertained to ethics and both did not meet our performance target. It would be interesting to delete ethics from the question regarding the legal environment to see if there is a difference in the response. The faculty member teaching ethics should be made aware of the survey results, but it is confusing as current students indicate that they are satisfied with what they learned about ethics. We have a new instructor for global marketing management who has a wealth of global experience. We are hopeful this will make a difference. We are also including some global information in the business finance course. As a department, we have not yet had the opportunity to discuss the financial statement analysis results to determine a plan of action.

Students were also concerned with academic advising and the cost of APU compared to similar programs. Tuition has not increased for a couple of years, and it is difficult to lower tuition due to APU's current economic situation. The issue of academic advising came up with both the current students and the alumni. An effort will be made to train new faculty to more effectively advise students.

MBA Direct Measures Summary Results

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	Performance Actuals
1. <i>Capstone student presentation & performance</i>	<i>At least 80% of students receive an average score of 80% or higher</i>	<i>71% of students received average score of 80% or higher (Table 6C in Appendix 1.1C) Did not meet target</i>
2. <i>Capstone CompXM</i>	<i>Average score of 750 or higher</i>	<i>64% of students achieved score of 750 or higher Did not meet target</i>

CompXM:

The major measurement we use for program assessment is the student performance on the CompXM simulation test. This provides results benchmarked against a large number of international students as well as broken down by subject areas within business. The related CapSim results, reflecting team performance in the simulation, are evaluated through a Board presentation with the “Board of Directors” comprised of Business Department faculty and community business professionals and includes the financial results of the simulation.

The CompXM results for 2012-13 were at or above those of national MBA student peers. As shown in Table 1C in Appendix 1.1C, overall measures of business acumen represented by the simulation score show the study year’s students to be at the 61st percentile nationally. The Board Query results which reflects business knowledge show our students at the 47th percentile. The difference is consistent with virtually all of our MBA students who work full-time and are more focused on application of concepts rather than theoretical knowledge.

The results by subject area show 11 questions where our students perform substantially below their peers (See Table 2C in Appendix 1.1C). Nine of these are in the accounting and finance area. However, they ranked above their peers for another 9 of the total 18 questions in this area. Overall, our students were above the average of their peers in the four areas categories by CompXM: financial, internal business processes, customer, and learning and growth. While there is no immediate cause for concern, we will be looking more closely at our accounting and finance curriculum. In the past, we have had some issues with student achievement in these areas—partially as a result of the students in the Health Services Administration concentration who have less preparation in these areas and who also have

fewer required MBA courses—they are not currently required to take Corporate Finance. We will be reviewing this matter within the department. In terms of individual student performance, 8 out of the 14 students performed above average in the CompXM simulation (see Table 3C in Appendix 1.1C). Only one student was seriously low, and she has been weak in much of her MBA coursework. We have occasionally had weak students like this which may be related to our move to replace the GMAT with an admission's interview was based on our belief that we could more easily identify potentially weak students through an interview. This student was interviewed and admitted despite some concerns about her ability to succeed in the program. As a result, we are revisiting our interview process and will develop a rubric to use in evaluating applicants in order to make the process more consistent and robust. More detailed results can be seen in Figure 1C & 2C in Appendix 1.1C.

Given our small sample sizes, longitudinal analysis may be more meaningful; however, we have only completed CompXM for a couple of years. Still, it is instructive to compare the spring 2013 results with the spring 2012 results. (See Table 4C in Appendix 1.1C.) For the balanced scorecard results, we find scores were somewhat lower in 2013 than 2012, although still at or above national peers. The two questions where our students were significantly below their peers in 2013 were F-115 and A-16, one a finance question and the other an accounting question. F-115 yielded an average of 43% in 2013; in 2012, the same question yielded an average of 63%. A-16's average was 15% in 2013 and 62.5% in 2012. Thus, there seems to be some evidence suggesting a deterioration of performance between 2012 and 2013. Looking at the individual student scores, all 9 students in 2012 scored between the 65th and 91st percentiles except for one student at the 29th percentile. The average percentile rank for the 2013 cohort was 52.93 and for the 2012 cohort was 76.44. It does appear that the 2012 class was a stronger group of students which is corroborated by anecdotal observation of the MBA faculty.

We have somewhat incomplete data from 2007 through 2013.² We have both CompXM scores and Board of Director scores, another direct measure we use. The data we have appears in Table 5C in Appendix 1.1C.

The Board of Director results for 2011 and 2012 have not been located, but that measure seems fairly stable over time with some small amount of fluctuation. See Table 6C in Appendix 1.1C for 2012-13 capstone student presentation scores. Qualitatively, the Board of Director presentations revealed satisfaction with the team performances and learning although only 10 out of the 14 students performed above our 80% benchmark.

The CompXM results show a steady decline since 2010. The 2013 results might be skewed a bit, since an adjunct professor taught the course rather than our usual faculty member. However, the fact that scores have been declining bears further investigation. It is important to note that the 2013 scores still compare favorably with peers nationally but are lower than in previous years. We will have to watch this carefully to see if any interventions are necessary.

MBA Indirect Measures:

The Business Administration Advisory Board is comprised of ten professionals from the Anchorage community. This group was selected to discuss the needs they have for management personnel. A focus group was conducted on November 28, 2012 with the Business

² Note that we refer to the 2012-2013 cohort as the 2013 cohort since the capstone course is generally offered in the spring semester. Similar reporting is used for other years.

Administration Advisory Board; six of the ten members were able to participate. Of the six who participated in the focus group, two were graduates of our MBA program and one now teaches in the program. It was necessary for one member to leave after the first question. The questions posed regarded capabilities of management personnel and potential gaps, gaps in cross functional capabilities, types of positions for MBA graduates, differences between APU MBA graduates and other MBA programs, and types of support given for employees pursuing MBAs.

Some valuable ideas came out of the focus group: a mentorship program for students and a course on emotional intelligence. Some organizations see an MBA as necessary for some of their positions as it implies a particular level of knowledge, and some are sending middle management to obtain an MBA instead of hiring new people who already have MBAs. Board members reported that their organizations do provide support for education.

The only criticism of the APU MBA program came from the two graduates of the program. They felt that there were not enough accounting and finance classes in the program. One thought that the APU MBA program was not as rigorous as the University of Alaska-Anchorage MBA program.

As a result of the focus group, we are looking at adding new members to the advisory group to better reflect the community we serve. It would be good to survey graduates of the program; however, it might be best not to have them on the advisory board. All in all, it was a good pilot focus group that will lead to more productive ones in the future.

We did not conduct the student or employer surveys. We met with Alyeska Pipeline Company, a corporate sponsor, to review the program and make adjustments to it based on that feedback. We also surveyed the European students at the completion of their program, and based on those results, we are modifying the European program. We did not survey Alaska MBA graduates.

Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	Performance Actuals
1. <i>Student exit survey</i>	<i>At least 90% of graduating seniors will indicate “met expectations” or “exceeds expectation” in achieving the intended learning outcomes</i>	<i>Did not conduct this survey</i>
2. <i>Employer survey</i>	<i>At least 90% of employers will indicate “met expectations” or “exceeds expectation” in employee competency criterion</i>	<i>Qualitative responses from focus group indicate satisfaction.</i>

- b. Operational effectiveness: Provide assessment data relating to the intended operational outcomes of the academic business unit. This information must include data relating to the extent of achievement of the outcomes as determined by the performance targets/criteria identified by the academic business unit in its outcomes assessment plan.***

We mostly met our operational outcomes. (See the summary results below.) The Department has increased visibility in the business community. This has helped with the creation of two corporate programs, and these in turn, are enhancing our presence and recognition with local businesses—a virtuous cycle. Faculty retention is the area of most concern. While we have been able to hire new faculty, we are currently down two faculty members. These openings are due, in part, to university budget issues, but they also reflect the fact that the candidate pool was not as strong as we would have liked. We are reexamining faculty recruitment. With very tight budget constraints it is difficult to attract qualified faculty to move to Alaska. Our budget proposals are aimed at providing us with more flexibility in terms of the package we can offer potential faculty members.

Summary Results of Operational Effectiveness

Intended Operational Outcomes for the Business Administration Department:		
1. Obtain IACBE accreditation		
2. Hire and retain qualified faculty		
3. Acquire and maintain appropriate infrastructure to support course delivery		
4. Satisfy employers		
5. Market relevant degree offerings		
6. Offer broader range of courses		
7. Collaborate between departments		
8. Offer interdisciplinary courses		
9. Reach out to community		
Assessment Measures for Intended Operational Outcomes:	Performance Targets/Criteria for Operational Assessment Measures:	Performance during self-study year
1. Progress towards accreditation	<i>Meeting accreditation deadlines: OAP to be completed on: 04/30/2012; Self study to be completed by July 2013.</i>	<i>Met OAP Deadline. On target with self-study for site visit in May 2014.</i>
2. (a) Adequate and qualified faculty (b) Satisfied faculty	<i>(a) Subject disciplines are covered (b) One professional development activity per year per faculty, turnover rate</i>	<i>(a) Target met- See Table 4 & 5(M) in Principle 4 (b) Target met- See Table 8 Scholarly professional activities</i>

3. Sufficient infrastructure to support course delivery	<i>Course evaluation score</i>	<i>Question #6 on Instructor evaluation: Materials (e.g. texts, books, readings, handouts, films, videos, web-based or other technologies) used were valuable tools for my learning. Marked on a 4point scale Met target. Average score 3.35</i>
4. Satisfied Employers	<i>Alumni satisfaction score >3 on Likert scale</i>	<i>Qualitative. Met target. See focus group results discussed above</i>
5. Market relevance of degree offerings	<i>Alumni satisfaction score > 3 on Likert scale</i>	<i>Average rating >3 Tables 5A in Appendix 1.1A & Table 6B in Appendix 1.1B Met target</i>
6. Frequency of offerings and availability of courses	<i>Frequency of core course offerings per year >1 Number of elective courses per year>2</i>	<i>Met target. All core courses offered once a year Met. We offered 2 elective course during the self study year taught by Hickel scholars cross listed grad/undergrad</i>
7. Interdepartmental collaborative events	<i>Number of collaborative events per year >1</i>	<i>Target met. Three public presentations by Hickel scholars</i>
8. Interdisciplinary course offerings	<i>Number of interdisciplinary course offerings per year >1</i>	<i>Met target. Offered Business of Entertainment.</i>
9. Community events	<i>Department sponsored community event per year: at least 1</i>	<i>Met target. Engage seminar on Future of Work, Hickel Scholar presentation (3) open to APU & Anchorage community.</i>

4. Provide a summary of the changes and improvements that were needed based on the results from implementing the outcomes assessment plan.

Accounting: For the reasons discussed in the results of the outcomes assessment section, we should use a summative assessment tool to confidently assert the achievement of accounting SLOs. We plan to accomplish this effective fall 2014. Another area of focus is senior project content. Senior project work is a significant chunk of the upper division coursework required by our students. To be used as a direct measure, it must reflect what students learn in the major field. See table below for the breakdown of major required subjects in credit hours.

Breakdown of required subject areas for accounting majors

Subject	Required Credit Hours	Percent of Required total
Accounting	21	34%
Business Administration	13	21%
Communication & Critical thinking	6	10%
Methods (quant & qual)	7	11%
Ethics	3	5%
Senior project	12	19%
Total	62	100%

Senior project work constitutes 19% of the major coursework and yet, using it as an assessment tool, we can demonstrate that the students are doing a good job only in using the appropriate writing style and research methods. By looking at the senior projects we are unable to state with any certainty that students are achieving the learning goals in the content areas of accounting and business. This observation is also supported by indirect measures, the Alumni Survey, for example. The answer, we think, is in rebalancing the focus of senior projects both in advising and execution to use it as a demonstration project for the achievement of subject/area competencies as well as communication and research methods. This has been an ongoing conversation in the department.

Business Administration and Management: An important insight from the current student survey is their opinion of their achievement of SLOs. As discussed in the results section, all students who responded agreed or strongly agreed that they were learning skills to enhance their careers and communication abilities (a combined total of 100%), yet they did not respond so favorably to the question about curriculum relevance to their employment and future goals. Although this response got our attention, we are cognizant of the fact that only 5-6 current students responded to this question negatively while all alumni agreed or strongly agreed to the curriculum relevance. Although we feel this is no cause for great concern, these results lead us to realize that we may want to consider one or more of the following: taking a closer look at our curriculum by periodically using focus group studies of employers and alumni, benchmarking our curricular

requirements against other degree completion programs, and ensuring that the transfer credits we accept reflect the adequate preparation of students.

The other areas in which we did not meet the target criteria as per the indirect measures are ethics, finance, accounting, and global business environments. The current student surveys, however, met the targets in the areas of ethics and global environments; we did not ask current students about accounting or finance. These results may be explained by what we see in the CPC Table in section 3.2.4. It shows a very minimal amount of accounting coverage followed by marketing and global business.

As we have seen in the accounting responses, there is inconsistency between current student and alumni responses in some areas. These may be worthwhile looking into. Further, we need to improve the instrument design to be able to better compare the current student and alumni surveys.

Master of Business Administration: The CompXM results show a steady decline since 2010. The 2013 results might be skewed a bit, since an adjunct professor taught the course rather than our usual faculty member. However, the fact that scores have been declining bears further investigation. It is important to note that the 2013 scores still compare favorably with peers nationally, but are lower than in previous years. We will have to watch this carefully to see if any interventions are necessary.

5. Provide evidence that action plans were developed to make the identified changes and improvements, and provide a summary of the plans.

See our discussion under strategic plan of the budget proposal to address additional money for stipends, faculty development, and potentially higher salaries.

6. Describe the ways in which the action plans were integrated into the strategic planning processes of the academic business unit and the institution. If applicable, describe the ways in which the academic business unit's action plans were connected to the institutional budgeting process.

See our discussion under strategic plan of the budget proposal to address additional money for stipends, faculty development, and potentially higher salaries.

7. Provide a summary of the realized outcomes that resulted from the execution of the action plans.

The number of public events that the Department sponsored has increased significantly. As a result, we have more recognition, as evidenced by the increased number of student applications, especially to the MBA program, and the development of corporate programs. The latter have received favorable publicity, and we expect to see further increases in applications, visibility, and program development as a result.

Feedback from our students, alumni, and the business community suggests that our offerings are current, relevant, and of high quality. The one area of continuing concern is our difficulty in attracting qualified faculty. While we continue to have highly qualified adjunct instructors, hiring permanent faculty has been more problematic. Our corporate programs have involved higher pay for adjuncts and we have not had difficulty attracting appropriate instructors. But permanent positions are not of interest to many working professionals in our business community. We

cannot match private sector salaries, and few working professionals have the academic qualifications for a permanent position. This requires us to seek candidates from outside Alaska, and this has proven more challenging. More budget flexibility may help, as will the increased flexibility of our course offerings online and with hybrid formats, but this area remains our biggest challenge.

1.2 Summary Evaluation of Outcomes Assessment

Excellence in business education requires an evaluation of the academic business unit's academic resources and educational processes in terms of their contributions to the unit's overall performance relative to its mission. This requires the academic business unit to evaluate the effectiveness of its outcomes assessment process in supporting excellence in business education.

Provide a summary evaluation of the academic business unit's outcomes assessment process. In this evaluation, consider the evidence presented in the self-study in the context of the academic business unit's mission and:

- 1. Describe the general conclusions that the academic business unit drew from the self-study regarding the effectiveness of its outcomes assessment process in supporting excellence in business education, and provide a narrative assessment of the extent to which the academic business unit is accomplishing its mission and broad-based goals.*

We cannot state with confidence that our current assessment process is 100% effective. However, the available data and analysis indicate that the review process is helping us to improve what we are doing to provide excellence in business education. In this academic year, we are using the results from the assessment to make changes. At this time we are unable to measure and report all the outcomes of these actions. See 1.1.7 for some of the outcomes from the changes made. Some of these changes have yet to go into effect, and others will have to wait for the next round of surveys and testing. One area where we are consistently making efforts is to find financial and faculty resources through budgeting and strategic planning processes so that the academic business unit has adequate time and professional development support to improve curriculum, systematically assess outcomes and make recommendations for corrective actions.

Mapping of Student Learning Outcomes to Broad-Based Student Learning Goals: Each SLO for the Accounting and BAM degrees have met our target performance based on *at least one* of the assessment measures—direct, indirect or both (IM- Indirect Measure; DM- Direct Measure). These results are summarized in the outcomes-to-goals mapping below. Using this map we demonstrate that the broad-based goals are met with the following caveat.

Accounting: While all board-based goals are met evidenced by the results from direct or indirect measures or both, it is worth noting that two broad-based goals of understanding theoretical foundations that underlie the subject discipline and deeper understanding of the ethical responsibilities of the professions are not supported by a direct measure.

Business Administration and Management: All broad-based goals are met evidenced by the results from either direct or indirect measures or both. For the BAM program, we used a course embedded graduation competency measure to determine if the SLOs were met. The results indicate that we met the SLOs 1, 2, 4 & 6. (See Table 3B in Appendix 1.1B.)

Results: SLOs to Broad-Based Goals Map

Broad-Based Student Learning Goals Intended Student Learning Outcomes	Develop skill sets necessary to be successful in the work place	Enhance/develop leadership skills	Understand theoretical foundations that underlie the subject discipline	Promote self direction through independent work	Develop/enhance problem solving skills	Gain deeper understanding of the ethical responsibilities of the profession(s)	Understand the discipline in the context of the larger natural, cultural, social, and ethical environments in which they operate
<i>BA in Accounting- See Summary Evaluation Table in Section 1.1.3.</i>							
1. <i>Knowledge of Accounting:</i> Gain knowledge in all areas of accounting: financial, managerial, systems and internal control, auditing, and taxation.	X Yes (IM) No (DM)		X Yes (IM) No (DM)			X Yes (IM) No (DM)	X Yes (IM) No (DM)
2. <i>Professional Ethical Behavior:</i> Develop attitudes for responsible and ethical social behavior in professional practice.	X Yes (IM)	X Yes (IM)				X Yes (IM)	
3. <i>Concepts & Principles:</i> Learn to apply concepts and principles to solve complex accounting organizational problems.	X Yes (IM)	X Yes (IM)	X Yes (IM)		X Yes (IM)		X Yes (IM)
4. <i>Written & Oral Communication:</i> Develop skills in discussing and defending views in accounting effectively in written and spoken words	X Yes (DM) No (IM)	X Yes (DM) No (IM)		X Yes (DM) No (IM)	X Yes (DM) No (IM)		
5. <i>Research & Application:</i> Understand the research process and apply it to develop solutions to problems.	X Yes (IM)		X Yes (IM)		X Yes (IM)		X Yes (IM)
6. <i>Critical Thinking:</i> Develop skills in logical thinking, inductive and deductive reasoning, and critical analysis.		X Yes (DM) Yes (IM)		X Yes (DM) Yes (IM)	X Yes (DM) Yes (IM)		X Yes (DM) Yes (IM)
<i>BA in Business Administration and Management</i>							

Broad-Based Student Learning Goals	Intended Student Learning Outcomes	Develop skill sets necessary to be successful in the work place	Enhance/develop leadership skills	Understand theoretical foundations that underlie the subject discipline	Promote self direction through independent work	Develop/enhance problem solving skills	Gain deeper understanding of the ethical responsibilities of the profession(s)	Understand the discipline in the context of the larger natural, cultural, social, and ethical environments in which they operate
	1. <i>Manage Organizational Change:</i> Develop competencies in the core areas of business	X Yes (IM)	X Yes (IM)	X Yes (IM)	X Yes (IM)			X Yes (IM)
	2. <i>Leadership:</i> Learn to identify different leadership strategies to motivate employees and effectively manage organizations	X Yes (IM)	X Yes (IM)			X Yes (IM)	X Yes (IM)	
	3. <i>Global Strategy:</i> Acquire knowledge on techniques for achieving competitive advantage in the global market environment	X No (IM)		X No (IM)			X No (IM)	X No (IM)
	4. <i>Written & Oral Communication:</i> Develop written and oral communications skills for effective performance in the work place	X Yes (DM) Yes (IM)	X Yes (DM) Yes (IM)		X Yes (DM) Yes (IM)	X Yes (DM) Yes (IM)		
	5. <i>Problem Solving:</i> Develop competencies in the methods of inquiry to solve organizational problems	X Yes (IM)	X Yes (IM)	X Yes (IM)	X Yes (IM)	X Yes (IM)		X Yes (IM)
	6. <i>Financial Management:</i> Attain an understanding of business financial management including financial statement analysis, financing and investing	X No (IM)		X No (IM)		X No (IM)		
	7. <i>Law & Ethics:</i> Understand the law of contracts and legal and ethical issues involved with business management	X No (IM)	X No (IM)	X No (IM)			X No (IM)	X No (IM)
	8. <i>Research & Application:</i> Gain an understanding of the research process and its application	X Yes (DM/IM)	X Yes (DM/IM)	X Yes (DM/IM)	X Yes (DM/IM)	X Yes (DM/IM)	X Yes (DM/IM)	X Yes (DM/IM)

Master of Business Administration: Both the direct measures Capstone CompXM and Board Presentation and Performance demonstrate achievement of all SLOs in the MBA program. Although we did not meet our own target criteria measure for performance in these areas, our class on average performed above our cohort in all areas in the capstone's balanced scorecard analysis. We conclude that we have met the department's broad-based goals as indicated by the above national average performance of our students although we are seeing a recent declining trend in CompXM. As noted earlier, we are mindful of this decline. The 2013 results might be skewed a bit, since an adjunct professor taught the course rather than our usual faculty member. However, the fact that scores have been declining bears further investigation. It is important to note that the 2013 scores still compare favorably with peers nationally but are lower than in previous years. We will continue to study the trend to determine if any interventions are necessary.

2. Identify any changes and improvements needed in the academic business unit's outcomes assessment process.

Areas for improvement include:

- Use a second direct measure for Accounting to be instituted effective fall 2014.
- Use a different second direct measure for BAM in place of graduation competencies. We have been advised by IACBE to use summative assessments of these graduation competencies instead of course based assessment as we do now or to use some other different direct measure.
- Restructure senior project to test subject competencies. Currently the senior projects heavily emphasize writing styles and research methods and less emphasis is on subject area competencies.
- Improve design of the survey instruments used in the undergraduate degree programs.

- Use focus group studies of employers and the Business Advisory Board and possibly exit surveys of students.
- Benchmark curriculum against other adult undergraduate degree programs.

3. Describe proposed courses of action to make those changes and improvements.

Collective decision making at the department level is a priority. We continue to consider ways to improve our assessment processes. As discussed elsewhere in this report, it takes additional support of faculty and financial resources to explore corrective actions and implementation. The academic business unit has taken the first step in this direction in the form of budget reforms described below. The proposal is before the administration for decision.