



Business Administration Department

The business programs in the following degrees are accredited by the IACBE:

- Executive Master of Business Administration in Strategic Leadership
- Master of Business Administration
- Accelerated Bachelor of Arts in Business Administration and Management/Master of Business Administration
- Bachelor of Arts in Accounting
- Bachelor of Arts in Business Administration and Management

Outcomes assessment results 2012/13

Student learning outcomes were measured using direct and indirect measures. See separate document for a mapping of the measures and the intended student learning outcomes (SLOs).

Summary Results:

BAM Senior Projects (Direct Measure)

Senior project were assessed 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.

Results: Target met.

Performance target (Written & Oral): at least 80% of students will receive an average score of 70% or higher.

The total grades for the senior project based on the above mentioned grading criteria for written and oral presentation was an average score of 88.5%. All students received higher than 70%.

Outcomes Assessment Results 2012/13

Areas of concern:

Although senior projects were used to demonstrate student's ability to communicate, and use appropriate methods of inquiry including critical thinking, it only measured two (written and oral communication, and problem solving) of the eight SLOs.

BAM Graduation Competency

Graduation competencies are a direct assessment measure of pertinent course assignments. A collection of pertinent final projects, exams, presentations, and team projects demonstrates a mastery of competencies for our graduates. The selected assignments from core courses measured performance and compared them to the benchmark for each measure. Rubrics were developed and used for these assessments.

Results: Performance targets were met in the subject areas of financial decision-making and investing; organizational theories and application; legal reasoning; ethics and social responsibility; social communication; and critical analysis, design, writing and presentation of qualitative research. Performance targets were not met in the areas of microeconomics and statistical concepts. Knowledge of global marketing was not tested using this assessment measure.

Areas of concern:

This is a course level and not a program level assessment. Therefore these results do not reflect the outcome of the program reflected by the intended SLOs. IACBE has asked the department that we use a program level assessment going forward.

Collegiate Learning Assessment (CLA)

CLA measures the value added to skills as students go through the program. It 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. It provides a platform for students to demonstrate critical thinking, analytic reasoning, problem solving, and written communication.

Results: Not applicable

When we included the use of this measure in the outcomes assessment plan, it was anticipated that it would be possible to isolate the BAM degree students' results from the institutional. This was not possible and hence we will be dropping this measure from our assessment.

BAM Current student survey (Indirect Measure)

Areas of concern:

There are three areas discussed below that we could improve:

1. curriculum relevant to the field of employment or future career goals;
2. technology used in business; and
3. content, interactivity, and real classroom experience of e-learning courses
4. academic advising

Students were also concerned with academic advising, the availability of courses and course scheduling, and the consistency and cost of texts.

BAM Alumni survey

Areas of concern

Outcomes Assessment Results 2012/13

Inadequate in content: Ethics, Global, Finance, Accounting
Academic advising and cost of tuition

MBA Direct measure Capstone 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>

Notes: The CompXM results show a steady decline since 2010. This needs further investigation.

MBA Indirect Measure: (Employer focus group- Business Advisory Board)

Suggestions:

1. a mentorship program for students, and
2. a course on emotional intelligence

Concerns:

1. Not enough accounting and finance classes in the program. One opinion: APU MBA program was not as rigorous as the University of Alaska-Anchorage MBA program.

MBA current student and alumni survey not conducted