




Date: March 9, 2020

To: Cathy Sandeen, Chancellor

From: John Stalvey, Interim Provost 

Cc: Karen Markel, Dean, College of Business and Public Policy
Helena Wisniewski, Professor, Chair of Management & Marketing Department
Deidre Berberich, Associate Professor, Mat-Su College
Kathrynn Hollis-Buchanan, Associate Professor, Kodiak College
Jeri Rubin, Professor, Business Administration
Talis Colberg, Director, Mat-Su College
Gary Turner, Director, Kenai Peninsula College
Betty Walters, Interim Director, Kodiak College
Susan Kalina, Vice Provost for Academic Affairs
Claudia Lampman, Vice Provost for Student Success

Re: **AY20 Expedited Program Review Findings – General Business AAS**

I have reviewed the dean's findings and the completed Expedited Program Review Template for the General Business AAS. The Provost's Office did not receive an Optional Program Response Form from the program.

Recommendations

My recommendation is to accept the decision and recommendations of the dean with the additional commentary the faculty coordinate class offerings and mode of delivery across campuses to optimize enrollment management. An interim progress report on all recommendations is due to the dean by March 1, 2021. The dean will submit a review along with the program's interim progress report to the provost by April 1, 2021. A follow-up Program Review will be conducted in AY22.

Decision

Recommend Continued Review



Date:

To: John Stalvey, Interim Provost

From: Karen Markel, Dean, College of Business and Public Policy

Cc: Dr. Helena Wisniewski, Professor, Chair of Management & Marketing Department

Deidre Berberich, Associate Professor, MSC

Kathrynn Hollis-Buchanan, Associate Professor, Kodiak

Jeri Rubin, Professor, UAA

Talis Colberg, MSC Director

Gary Turner, KPC Director

Betty Walters, Kodiak Campus Interim Director

Re: AY20 Expedited Program Review Findings

Program/s in this review:

AAS General Business

Specialized accrediting agency (if applicable):

N/A

Campuses where the program is delivered:

UAA, Kenai, Kodiak, Mat-Su

Members of the program review committee:

- Deidre Berberich, Associate Professor, Mat-Su
- Kathrynn Hollis-Buchanan, Associate Professor, Kodiak
- Jeri Rubin, Professor, UAA

1. Centrality of Program Mission and Supporting Role

The AAS General Business degree program serves the local Anchorage business community by meeting workforce demands and prepares students for entry-level business careers in business industries as well as to pursue higher education.

2. Program Demand (including service to other programs), Efficiency, and Productivity

Enrollment indicates the AAS General Business is in demand; however, the program efficiency and productivity needs improvement through program coordination across the campuses that offer the program. Faculty resources should also be considered in relation to productivity and program profitability.

3. Program Quality, Improvement and Student Success

The goal of the AAS General Business program is to provide students with practical, job-oriented skills utilizing current technologies found in the workplace. The program may also be used as a foundation for students who wish to pursue a bachelor's degree, although not all courses or credits in this program will transfer into the four-year program which make it a barrier to entry.

4. Program Duplication / Distinctiveness

The AAS General Business is not related to any special accreditation/special process. UAS offers an AAS in business administration and UAF offers an AAS in applied business.

5. Commendations and Recommendations

The recommendation for the AAS General Business degree programs to work together to develop and implement a coordinated schedule to provide a more efficient pathway for student success. This should include coordination of course caps, mode of delivery and schedule of courses, especially because the campuses offering the programs are geographically close. Measures of efficiency for every campus programs should be improved through this coordination. Current measures indicate that the program revenue does not cover the instructional costs for both campuses. Also, does the AAS General Business degree program make sense to have in the College of Business and Public Policy or is it better suited for the Community and Technical College whose focus is on the associate degrees and technical training? Faculty focused solely on teaching and workforce development could better serve these students.

6. Decision

Continued Review: Program is required to address specific issues and to undergo another review within the next two academic years. Program placement (i.e., CBPP or CTC) should also be reviewed.

Submission date: January 29, 2020

Program/s in this review: AAS in General Business

Specialized accrediting agency (if applicable): N/A

Campuses where the program is delivered: Anchorage, Kenai, Kodiak, Mat-Su

Members of the program review committee:

- Deidre Berberich, Associate Professor, Matsu
- Kathryn Hollis-Buchanan, Associate Professor, Kodiak
- Jeri Rubin, Retired Professor, Anchorage

1. Centrality of Program Mission and Supporting Role (700 words or less)

- **Relevancy of the program:**

The program's goals have always been to help students extend their abilities, receive intellectual stimulation, and learn specific skills necessary for educational or occupational advancement and to empower people for success in life, in higher education, in the workforce, and in a global economy. The program offers opportunities for all residents from a wide variety of ethnic backgrounds, abilities, educational levels, and economic circumstances to a challenging and supportive educational environment. We exist to serve the higher education needs of the community through teaching, engagement and life-long educational development while strengthening the economic, social and cultural life of our community. We always aim to give our students the opportunities they need to be successful in their chosen careers by providing the knowledge, skills, and hands-on experience necessary for their success, up to and including the ability to own and operate their own business. Each of these objectives corresponds with UAA's mission.

Recent research and program evaluation has resulted in the AAS in General Business and the AAS in Small Business Administration to be combined into one program that meets the communicated needs of UAA community partners. This merge assures that all AAS General Business students are well prepared to be successful in business of all sizes and also are well prepared to own and operate their own businesses, if so desired. Major requirements for both programs were included in the final program approval and elective courses were replaced with specific, relevant courses to meet student and partner needs.

For this reason, and to assure the accuracy and relevancy of this program review, data presented in this program review will include student data points from both programs (AAS GB and AAS SBA), as the courses represented by the data from each program in past years' data gathering were identical with the exception of two courses; both of which have now been included in the AAS degree in General Business, moving forward.

- **The role the program plays in supporting other academic programs:**

A UAA Associate of Applied Science (AAS) degree in General Business provides students with a wide range of business skills. Students gain technical skills in computer systems and develop their communication skills in both written and verbal formats. This two-year program prepares students for entry-level business careers in countless industries and prepares them to pursue higher education, should they so desire. Potential employers include, but are not limited to, healthcare organizations, technology companies, advertising agencies, native corporations and financial institutions.

Students who graduate from this program are well prepared to pursue a related bachelor's degree program in fields such as business administration, economics, finance, accounting, logistics, marketing and other high demand job designations relevant to the program.

According to the U.S. Bureau of Labor statistics, the second fastest growing group of occupations, at 17.6 %, is those requiring an associate degree.

Table 2. Employment by educational requirement, 2012 and projected 2022 (employment in thousands)

Education level	Employment		Projected change, 2012–2022	
	2012	2022	Number	Percent
Doctoral or professional degree	4,002.4	4,640.8	638.4	16.0
Master's degree	2,432.2	2,880.7	448.5	18.4
Bachelor's degree	26,033.0	29,176.7	3,143.6	12.1
Associate's degree	5,954.9	7,000.9	1,046.0	17.6
Postsecondary nondegree award	8,554.2	9,891.2	1,337.1	15.6
Some college, no degree	1,987.2	2,212.2	225.0	11.3
High school diploma or equivalent	58,264.4	62,895.2	4,630.8	7.9
Less than high school	38,127.6	42,286.0	4,158.4	10.9

Source: U.S. Bureau of Labor Statistics.

U.S. Bureau of Labor Statistics | Office of Occupational Statistics and Employment Projections

<https://www.bls.gov/news.release/pdf/ecopro.pdf>

Jobs for AAS in General Business degree holders include the following:

- Paralegals and Legal Assistants
- Geological and Petroleum Technicians
- Respiratory Therapists
- Radiologic and MRI Technologists
- Dental Hygienists

As we all know, persons in each of these fields are employed by organizations that cannot function without acquiring those who have effective skills in finance, accounting, communication and marketing, all of which are covered by the courses in this program.

Employment outlook for occupations requiring an associate's degree, certificate, or some college

<https://www.bls.gov/careeroutlook/2018/article/postsecondary-outlook.htm>

- Computer and engineering
- Education, legal, and office support
- Healthcare support
- Healthcare technical
- Transportation and repair

<https://www.bls.gov/opub/mlr/2013/article/pdf/occupational-employment-projections-to-2022.pdf>

According to the U.S. Bureau of Labor Statistics, the two fastest occupations is in Home Health Aids and Personal Care Aides. (Chart 1 below)

Note: organizations within the healthcare industry require the skills covered in this program to operate effectively.

Chart 10 shows there are significant job opportunities for individuals who earn AAS degrees to include those listed above.

Chart 1. Ten fastest growing occupations, projected 2018-28

	Percent change, projected 2018-28	Employment change, projected 2018-28 (in thousands)	Median annual wages, May 2018
Solar photovoltaic installers	63.3%	6.1	\$42,680
Wind turbine service technicians	56.9%	3.8	\$54,370
Home health aides	36.6%	304.8	\$24,200
Personal care aides	36.4%	881.0	\$24,020
Occupational therapy assistants	33.1%	14.5	\$60,220
Information security analysts	31.6%	35.5	\$98,350
Physician assistants	31.1%	37.0	\$108,610
Statisticians	30.7%	13.6	\$87,780
Nurse practitioners	28.2%	53.3	\$107,030
Speech-language pathologists	27.3%	41.9	\$77,510

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Chart 10. Most openings – Associate's degree or postsecondary nondegree award

Occupations that typically require an associate's degree or postsecondary nondegree award to enter the occupation, projected 2016–26 annual average

Occupation	Occupational openings	Median annual wage, May 2016	Experience	Training
Heavy and tractor-trailer truck drivers	213,500	\$41,340	None	Short-term on-the-job training
Nursing assistants	195,100	\$26,590	None	None
Medical assistants	94,900	\$31,540	None	None
Hairdressers, hairstylists, and cosmetologists	84,700	\$24,260	None	None
Automotive service technicians and mechanics	75,600	\$38,470	None	Short-term on-the-job training
Licensed practical and licensed vocational nurses	62,700	\$44,090	None	None
Preschool teachers, except special education	53,600	\$28,790	None	None
Dental assistants	45,900	\$36,940	None	None
Heating, air conditioning, and refrigeration mechanics and installers	38,700	\$45,910	None	Long-term on-the-job training
Paralegals and legal assistants	34,700	\$49,500	None	None
Firefighters	24,300	\$48,030	None	Long-term on-the-job training
Massage therapists	22,600	\$39,860	None	None
Telecommunications equipment installers and repairers, except line installers	21,900	\$53,640	None	Moderate-term on-the-job training
Emergency medical technicians and paramedics	19,400	\$32,670	None	None

Any role the program plays in supporting other academic programs:

The Associate of Applied Science Degree in General Business is a two-year program designed to prepare students for immediate employment in the business administration environment. As every working individual is employed by an organization that requires a variety of business skills, the outlook for employment for students graduating from the General Business program is very good. **The program may also be used as a foundation for students who wish to pursue a bachelor's degree at a later date**, although not all courses or credits in this program will transfer into the four-year program. The emphasis of the program is to provide students with practical, job-oriented skills utilizing current technologies found in the workplace.

Partnerships with outside agencies, businesses, or organizations:

Since 1985, the AAS in Business has offered internships to students at the 200-level. These partnerships are beneficial to the University of Alaska, as a whole, and serves to solidify community support of the university, its students, its faculty and the UAA mission. Research, development, practical experience and community support are all critical to the mission of UAA.

Program Demand (including service to other programs), Efficiency, and Productivity (7 year trend; 1400 words or less)

Data Point	
<u>Seven Year Degree and/or Certificate Awards Trend</u> Associate degree awards have remained fairly consistent of the past 7 years, with fluctuations likely related to changes in financial aid options, scholarship availability, and military benefit requirements. Most of the students pursuing associate degrees are working students with families and are located throughout Alaska. This results in longer periods of time to earn degrees; ranging, during the past 7 years, from 4.8 years to 10.8 years. However, with a total of 237 degrees having been awarded in the General Business or Small Business Administration fields alone, program viability is positive. Many of these students are working in their fields and many more have gone on to further pursue bachelor's degrees with UAA; successful due to their thorough preparation.	<u>Degree Awards</u> 2013: 28 2014: 35 2015: 38 2016: 31 2017: 41 2018: 32 2019: 32
<u>Credits Per Degree (Average Credits Earned)</u> The data shown here indicate that the majority of credits applied towards degree awarded are taken through UAA.	<u>Degree Awards</u> 2013: 67.8 2014: 79.3 2015: 69.1 2016: 63.2 2017: 75.5 2018: 82.1 2019: 73.0

Data Point	
<p><u>Seven Year Majors or Program Enrollment Trend</u> This data set includes students who are enrolled and actively pursuing their majors, either in Small Business Administration or General Business, as they are similar and have been merged, during the Fall semester, in an associate degree program. It is expected that much of the downturn in enrollment in the business programs, as in all AAS degrees, can be attributed to changes in financial aid requirement changes, scholarship availability, and military enrollment limitations</p>	<p><u>Majors</u> 2013: 373 2014: 356 2015: 329 2016: 289 2017: 286 2018: 255 2019: 238</p>
<p><u>Course Pass Rates</u> This data represents the pass rate for course levels 100-299; those that make up the AAS degree. While these are lower than the BBA programs (Average of 94%) , it is expected that students at this level are still preparing for higher level education. BBA pass rates are lower than graduate course pass rates (Average of 95%, in part, for the same reason.</p>	<p><u>Course Pass Rate</u> 2013: 80.8% 2014: 81.4% 2015: 83.3% 2016: 81.6% 2017: 85.9% 2018: 84.5% 2019: 84.4% 2020: 87.4%</p>
<p><u>Internal Demand</u> Enrollment data listed here represents student credit hours taken by students in 100-299 level courses; those that make up the AAS degree, in General Business Administration and/or Small Business Administration. As shown, of the total of 23,928 student credit hours taken by associate degree seeking students, 18,470 were taken by those enrolled in an AAS degree in General Business or Small Business Administration, and 5,458 were taken by students enrolled in other programs. This data indicates a strong expectation that the business courses are meeting the needs of students in many other programs.</p>	<p><u>Internal Demand</u> SCH-In Major, AAS GB: 7,417 SCH-Out of Major, AAS GB: 4,457 Total SCH Taken, Course Levels 100-299: 11,874 SCH In Major, AAS SBA: 11,053 SCH-Out of Major, AAS SBA: 1,001 Total SCH Taken, Course Levels, 100-299: 12,054</p>
<p><u>Seven Year Student Credit Hour (SCH) Production Trend</u> As many of our students work full time during their degree pursuit, the data here represents the fact that most students are enrolled at or above 50% time, but less than full time. This data set represents the Fall semester of each listed year.</p>	<p><u>Instructional Productivity</u> 2013: 9.5 2014: 9.4 2015: 9.3 2016: 9.4 2017: 9.5 2018: 9.6 2019: 9.3</p>
<p><u>SCH/FTEF</u> SCH/FTEF is a formula that measures the number of student credit hours being taken divided by the number of full-time faculty employed. As the isolated data for SCH/FTEF is not available for the program covered by this program review, overall university figures are presented for 100-299 level courses in Accounting and Business Administration, which make up the major requirements for the AAS degrees in General Business and Small Business Administration.</p>	<p><u>Instructional Productivity</u> 2013: 456.1 2014: 448.4 2015: 464.2 2016: 474.0 2017: 472.7 2018: 473.4 2019: 458.5</p>

Data Point	
<p><u>Enrollment/Full Time Equivalent Faculty (FTEF)</u> Enrollment/FTEF is a formula used to measure the number of students enrolled (and can be duplicated when they are enrolled in multiple courses) per each full-time faculty member. As the isolated data for SCH/FTEF is not available for the program covered by this program review, overall university figures are presented for 100-299 level courses in Accounting and Business Administration, which make up the major requirements for the AAS degrees in General Business and Small Business Administration.</p>	<p><u>Instructional Productivity</u> 2013: 165.4 2014: 162.2 2015: 167.8 2016: 171.3 2017: 170.5 2018: 170.7 2019: 166.0</p>
<p><u>FTEF/FTEF</u> FTEF/FTEF is a formula used to measure productivity of a class or group of classes. The figures listed represent the number of full-time student equivalents per full-time faculty member. As the isolated data for SCH/FTEF is not available for the program covered by this program review, overall university figures are presented for 100-299 level courses in Accounting and Business Administration, which make up the major requirements for the AAS degrees in General Business and Small Business Administration.</p>	<p><u>Instructional Productivity</u> 2013: 15.1 2014: 14.8 2015: 15.4 2016: 15.8 2017: 15.7 2018: 15.7 2019: 15.2</p>
<p><u>Class Size (Average Class Size)</u> As the isolated data for SCH/FTEF is not available for the program covered by this program review, overall university figures are presented for 100-299 level courses in Accounting and Business Administration, which make up the major requirements for the AAS degrees in General Business and Small Business Administration.</p>	<p><u>Instructional Productivity</u> 2013: 17.2 2014: 17.1 2015: 17.5 2016: 18.1 2017: 18.4 2018: 18.9 2019: 18.3</p>
<p><u>Cost/SCH</u> As the isolated data for SCH/FTEF is not available for the program covered by this program review, overall university figures are presented for 100-299 level courses in Accounting and Business Administration, which make up the major requirements for the AAS degrees in General Business and Small Business Administration. Data is only available and therefore only presented for years 2015-2019.</p>	<p><u>Instructional Productivity</u> 2015: 146.9 2016: 151.1 2017: 158.7 2018: 155.9 2019: 156.1</p>
<p><u>Tuition Revenue/SCH</u> As the isolated data for SCH/FTEF is not available for the program covered by this program review, overall university figures are presented for 100-299 level courses in Accounting and Business Administration, which make up the major requirements for the AAS degrees in General Business and Small Business Administration. Data is only available and therefore only presented for years 2015-2019. This data represents a consistent rise in tuition per SCH; a 25% increase during the years represented.</p>	<p><u>Instructional Productivity</u> 2015: 165.3 2016: 174.0 2017: 178.8 2018: 196.1 2019: 205.0</p>

Data Point	
<p><u>External demand</u></p> <p>External demand for this program, while not reporting post award enrollment status, comes from the communities throughout Alaska. So many students would not have the opportunity for post-secondary education without the ability for them to have a short-term, marketable credential to aspire to. The student who lives in a village in rural Alaska is much more likely to pursue a degree at a local campus, close to their families and responsibilities, with small class sizes, if it were for a period half the time it would take them to acquire a higher degree. It gives them the confidence to know that they can go on to pursue higher education and the knowledge that UAA can offer such an opportunity.</p>	

2. Program Quality, Improvement and Student Success (1500 words or less)

- The AAS degree in General Business is not related to any special accreditation/special process.
- As mentioned above, the AAS in General Business has been reviewed on a regular, rotating basis and has recently been updated to meet the needs of the communities in which it is offered.
- Instructors in the AAS in General Business program are trained to be able to effectively present the program to students, to meet the needs of the communities in which they reside, to advise students, and to offer courses when and how students need them.
- All instructors within the AAS in General Business program are trained in the offering of online/distance courses that meet and/or exceed standards supported by research within the educational field. This program is available 100% online for those students who need the flexibility to continue their education.
- A large majority of AAS General Business graduates are working in their field of study within their respective communities. The ability of UAA to continue to offer internships for our students indicates that UAA is meeting the needs of the community and remains continually communicative with its local business partners.
- How well the program is doing on Student Success and what it is doing to facilitate it.
 - Many of the AAS General Business courses offer service-learning opportunities and have contributed to the ability for UAA to be awarded with the Carnegie Classification by the Carnegie Foundation for Elective Community Engagement.
 - Students benefit as faculty act as the advisors for all AAS General Business students, assuring that students are efficient with their financial aid awards and course progression by directing enrollment and offering individualized support, coaching and tutoring.

3. Program Duplication / Distinctiveness (300 words or less)

As mentioned in the introduction to this program review, research has been completed and the AAS in Small Business Administration and the AAS in General Business has recently been merged to assure that all students have been given the opportunity to meet the requirements that UAA community partners have communicated as important.

4. Summary Analysis (500 words or less)

The AAS in General Business is a relevant, current and invaluable program that prepares students for gainful employment, the opportunity to start their own business if so desired, or to pursue higher educational aspirations. Small class size is valuable to student who are likely attending college for the first time and many are first generation college students. The AAS offers students who wish to pursue higher education an important, marketable credential and allows for them to earn and contribute towards the cost of that higher education, keeping financial aid needs

minimal. AAS recipients are more likely to have developed strong study habits, going into higher education, preventing drop/withdraw or failures when pursuing higher educational credentials. Data presented in this program review indicate a successful past and a promising future for UAA students pursuing any degree.

100-299 level business courses are often taken, as the data indicates, by students pursuing other types of degrees, to assure that they are able to use the skills to remain successful in their field and in their personal lives, as the understanding of financial management, marketing and personal selling strategies, and communication skills gained from the courses that make up the AAS in General Business can help them to be more effective in the research of , acquisition of, and success in their new careers.

The AAS in General Business is offered at campuses across the state and succeeds in meeting one of UAA's very important strategic goals; to offer degrees in a rich, diverse and inclusive environment across Alaska. This degree also serves to meet the four very important core values that UAA has committed to: student success, access, affordability and excellence, as is indicated by the data presented above.