**Master of Business Administration (MBA)**

**Educational Effectiveness Assessment Plan**

**Version 2024**

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**MBA**

**Educational Effectiveness Assessment Plan**

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# Introduction

**Purpose.** The purpose of this document is to provide a guide for assessing the overall academic effectiveness of the Master of Business Administration degree program (MBA) offered by the College of Business and Public Policy. This document addresses the needs of accreditors, administrators, external stakeholders, students, and faculty. Accreditors set general standards, including the requirement that actual results agree with the mission statements of the MBA program and the College. Administrators are accountable for program effectiveness and ensuring the program is delivering expected student program learning outcomes (PSLOs). The assessment of student learning outcomes is critical in order to certify that the MBA program meets the expectations of external stakeholders (i.e., employers and the business community) in relation to graduates and their professional skill sets. Students should receive a knowledge base in respective emphasis areas from the MBA program, which can be applied to professions. The faculty is responsible pedagogically for the implementation, assessment, and analysis of the effectiveness and continued improvement of instruction.

**Description.** The MBA in general management is designed to provide students with perspectives and skills that will prepare them for increasingly significant managerial leadership roles in their organizations.

The focus of the program is on management practice, but this focus is based on recognition that sound practice requires a thorough understanding of underlying management principles and techniques. The MBA graduate should be thoroughly grounded in state-of-the-art management theory and practice, aware of the complex global environment in which modern organizations operate, adaptive to change, articulate, and ethical in dealing with others.

The program serves both full and part-time students, and classes are generally scheduled for evenings and weekends to account for the fact that most of our students are working professionals. While most students are from the greater Anchorage area, the program also attracts students from the rest of the United States and from foreign countries, particularly from the Pacific Rim.

Students may enter the program in either the fall or spring semester. A limited number of courses are also offered during the summer. Current application deadlines, as well as other detailed program information, may be obtained by contacting the College of Business and Public Policy Graduate Programs office.

**Relationship to the Association to Advance Collegiate Schools of Business International (AACSB) standards and terminology.**

The MBA is one of four CBPP degree programs accredited by AACSB International ([www.aacsb.edu](http://www.aacsb.edu/)). While this plan was designed to meet AACSB standards and program definitions, it is also consistent with Northwest Commission on Colleges and Universities (NWCCU) standards.

Readers of this plan should note that the terms “learning objective” used by AACSB and program student learning outcome (PSLO) used by NWCCU have the same meaning throughout this document.

# College Mission Statement

The College of Business and Public Policy at the University of Alaska Anchorage prepares students for leadership at the frontiers of a changing world. We help diverse and growing communities in Alaska and elsewhere meet their challenges by delivering the highest quality in business and public policy education, research, and professional assistance.

# MBA Competency Goals

Competency goals articulate what graduates should be able to do and/or what overall traits they should possess at the conclusion of the BBA program.

To align with the AACSB standards, competency goals will be supported by one to two direct measurable learning objectives and at least one indirect measurable learning objective. The 2020 AACSB accreditation standards state, “(Learning) objectives identify specific, observable behaviors and actions related to a goal that faculty will use to describe, monitor, and assess student achievement. Thus, objectives are used as indicators of (competency) goals.”

Upon graduation, MBA program graduates will possess or show ability in the following areas as defined by these MBA Learning Goals:

1. Understand organizations as complex adaptive systems.
2. Use reasoning analytically and critically to solve complex business problems.
3. Effectively communicate with a range of audiences.
4. Demonstrate proficient leadership skills across diverse organizational settings.

# MBA Measurable Learning Objectives

The achievement of each competency goal is measured by student achievement of specific and measurable learning objectives. The MBA faculty have identified learning objectives for each goal.

**Table 1 - Learning Objectives for MBA Goals**

| **MBA Goals and Learning Objectives** |
| --- |
| **Goal 1 -** Understand organizations as a complex adaptive systems  |
| Objective 1.1 - Demonstrate knowledge and application of business concepts, models, and theories. |
| **Goal 2 -**  Use reasoning analytically and critically to solve complex business problems. |
| Objective 2.1 - Demonstrate understanding of content and ethical use of performance measurement tools derived from disciplines such as Accounting, Finance, Marketing, Data Analytics, and Strategy. |
| **Goal 3 -** Effectively communicate with a range of audiences  |
| Objective 3.1 - Demonstrates the capacity to communicateeffectively across multiple departments, disciplines, and ranks, within and outside theorganization, by skillfully integrating qualitative and/or quantitative data. |
| **Goal 4 -** Demonstrates proficient application of organization behavioral knowledge,such as leadership, across diverse organizational settings. |
| Objective 4.1 - Demonstrates knowledge and application of best practices inorganizational behavior in different workplace situations involving people with diverse backgrounds. |

# Student Success Rate Goal

In AY 2021-2022 and years prior, our goal was that 70% of students would successfully demonstrate achievement of learning objectives.

Starting in AY 2022-2023, we have increased our goal to 75%.

From AY 2023-2028, we plan to incrementally increase the successful percentage from 75% to 80%, which is a 10-percentage point increase over 7 years.

# Assessment Tools

**Concept of the assessment tool.** For the purposes of this plan, an assessment tool is a procedure, protocol, or exercise that is reasonably objective, repeatable over time, and can be used to carry out the following two-step process for each learning objective:

Step 1: Determine whether each student did or did not meet the objective (yes or no).

Step 2: Determine the percentage of sampled students who have met the objective.

This concept follows AACSB guidelines. This method purposely deemphasizes exceptionally high and low scores and focuses program improvement on increasing the number of students who achieve a certain competency level.

Table 2 summarizes the primary tools to be used in evaluating the MBA program’s Competency Goals. Assessment of these goals and their objectives will be completed primarily in the MBA curriculum’s core courses and the MBA capstone management project.

Table 2 – Assessment Tools and Administration

| **Tool** | **Description (Students will…)** | **Data Collection Method** | **Administered by** |
| --- | --- | --- | --- |
| Business Presentations | Prepare and deliver a managerial level presentation of a relevant business topic | Evaluation by faculty using standardized rubrics | Course Instructors |
| Written Papers | Compose varied length papers as part of course assignments | Evaluation by faculty using standardized rubrics | Course Instructors |
| Case Analyses | Analyze aspects of a business case; develop conclusions and/or recommendations | Evaluation by faculty using standardized rubrics | Course Instructors |
| Embedded Course-Level Assessments | Complete or perform specific assignments and/or sections of course examinations | Evaluation by faculty | Course Instructors |
| Capstone Courses | Integrate discipline knowledge relative to program outcomes as demonstrated by written work, project deliverables, and/or oral presentations | Evaluation by faculty  | Course Instructors |

NOTE: Standard rubrics have been developed to assist in assessing Learning Goals 1-4 These rubrics were developed by numerous MBA faculty.

Data is collected during both fall and spring semesters of an academic year for MBA Competency goals. Following an assessment schedule required by AACSB that not all Competency goals are assessed every year. The schedule is set so that the odd-numbered competency goals (1 and 3) will be collected the odd academic years i.e, 2023, 2025, etc. The even /even-numbered competency goals (2 and 4) will be collected the even academic years, i.e., 2022, 2024, etc.

AACSB makes a distinction between direct measures of learning and indirect measures of learning. Direct measures are defined as having demonstrable evidence about specific student learning and the learning environment: exam questions or rubrics applied to projects, portfolios, observations, etc. Indirect measures are defined as having evidence about how students or (other stakeholders) feel (i.e., their perceptions) about learning and their learning environment: surveys, questionnaires, interviews, focus groups, reflective essays, etc.[[1]](#footnote-1) Indirect data measures will be collected annually from students and at least twice during a five-year cycle from other stakeholders.

# Assessment Implementation

## General Management of Assessment Activities

The assessment activities are managed through CBPP Assurance of Learning (AoL) committee that is comprised of a faculty member from each department plus the committee chair and the associate dean (ex-officio).

**General Implementation Strategy**

The CBPP AoL Committee and Director of Graduate Programs are responsible for overseeing the assessment process

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**Assessment Timetable**

1. Faculty whose course is scheduled for assessment are contacted at the beginning of each semester and informed about the competency goals and learning objective(s) that will be assessed for the semester. They provide information about their assignment and assessment tool.
2. Faculty Support collects assessment data and sample artifacts. Faculty are responsible for mapping questions or other assignments that align with the learning objective(s). Faculty also submit recommendations related to their courses.
3. The CBPP AoL Committee, with the assistance of Faculty Support, compiles and analyzes collected data.
4. The AoL Committee discusses assessment results with faculty and if applicable, the CBPP Curriculum Committee.
5. The AoL Committee and faculty make recommendations for the instructor to implement. This information is shared with other stakeholders, e.g., Chairs, Director of Graduate Programs, Dean’s Office, and other faculty.
6. The process will repeat for a second cycle and the loop will be closed after the second cycle. AACSB requires the assessment of competency goals twice and the loop to be closed once in a five-year period.
7. The Chair of the AoL Committee submits an Academic Assessment Report to the CBPP Dean’s Office for review and submission to the Office of Academic Affairs (OAA).
8. The AoL Committee presents data analysis and recommendations at an all-College meeting.

Proposed program changes may be any action or change in policy the faculty deems as being necessary to improve performance relative to learning objectives. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

* Changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
* Changes in faculty/staff assignments
* Changes in advising methods and requirements
* Addition and/or replacement of equipment
* Changes to facilities

The CBPP Dean’s Office and college staff are responsible for:

* Providing sufficient financial support for the development and implementation of this plan.
* Ensuring that faculty assessment efforts are appropriately reflected in annual workload agreements.

The Head of the MBA program is responsible for:

* Collaborating with MBA faculty to compile information to support and maintain this assessment plan
* Working with the AoL Committee to support and maintain this assessment plan

The MBA faculty members are collectively responsible for:

* Undertaking assessment efforts as an integral portion of teaching activity.
* Participating in meetings to discuss assessment data and offer recommendations for program improvement.

## Modification of the Assessment Plan

The MBA faculty, after reviewing the collected data and the processes used to collect it, may decide to alter this assessment plan. This plan will be reviewed and updated as needed every five to seven years as recommended by the UAA Faculty Senate Academic Assessment Committee. Changes may be made to any component of the plan, including the goals, objectives, assessment tools, collection methods, or any other aspect of the plan. Any changes are to be approved by the faculty of the program. A modified assessment plan will be forwarded to the CBPP Dean and the UAA Office of Academic Affairs.

**Course Mapping of Competency Goals**

|  |  |  |
| --- | --- | --- |
| **MBA PROGRAM**  |  | **ODD YEARS** |
| **GOAL 1:**  | **OBJECTIVE** | **2021-2022** | **2023-2024** |
| **Understand organizations as complex adaptive systems** | **Objective 1.1** Demonstrate knowledge and application of business concepts, models, and theories. | BA A610BA A635BA A655ECON A625  | BA A610BA A635BA A655ECON A625  |
|  |  | **EVEN YEARS** |
| **GOAL 2:** | **OBJECTIVE** | **2020-2021** | **2022-2023** |
| **Use reasoning analytically and critically to solve complex business problems.** | **Objective 2.1**Demonstrate understanding of content and ethical use of performance measurement tools derived from disciplines such as Accounting, Finance, Marketing, Data Analytics, and Strategy. | ACCT A650BA A636 BA A608 | ACCT A650BA A636 BA A608 |
|  |  | **ODD YEARS** |
| **GOAL 3:** | **OBJECTIVE** | **2021-2022** | **2023-2024** |
| **Effectively communicate with a range of audiences.** | **Objective 3.1**Demonstrates the capacity to communicate effectively across multiple departments, disciplines, and ranks, within and outside theorganization, by skillfully integrating qualitative and/or quantitative data. | BA A610BA A635 ECON A625 | BA A610BA A635 ECON A625 |
|  |  | **EVEN YEARS** |
| **GOAL 4:** | **OBJECTIVE** | **2020-2021** | **2022-2023** |
| **Demonstrates proficient application of organization behavioral knowledge, such as leadership, across diverse organizational settings.** | **Objective 4.1**Demonstrates knowledge and application of best practices in organizational behavior in different workplace situations involving people with diverse backgrounds | BA A632 | BA A632 |

**Appendix A: Examples of Assessment Data Collection Documents**

 **COLLEGE OF BUSINESS & PUBLIC POLICY**

**ASSURANCE OF LEARNING (AoL)**

**AY ‘24/’25 ASSESSMENT REPORTING TEMPLATE**

Please indicate which of the MBA Program Competency Goals and Learning Objective(s) you are reporting on and submit sample assessment data for:

* + - [Insert MBA Program Learning Goal]
		- [Insert MBA Program Learning Goal Objective(s)]

Please indicate in which COURSE data was collect. (EXAMPLE BA A343 Principles of Marketing)

* + - [Insert Course]

In which SEMESTER was the data collected? (i.e., summer 2015, fall 2015, spring 2016)

* + - [Insert Semester]

How many student products were evaluated?

* + - [Insert Number of Student Products]

Of the student artifacts evaluated, how many were rated as:

* + - Exceed: [Insert Number]
		- Meets: [Insert Number]
		- Does Not Meet: [Insert Number]
		- Total Number: [Insert Total]

Describe your benchmark for determining a successful or unsuccessful product:

* + - [Insert Response]

Identify the assessment method and provide a copy of the assessment tool (i.e., exam [exam questions], activity, exercise, project, etc.).

* + - [Insert Response]

As course instructor, were you satisfied with student performance and learning as related to the Learning Goal and Objective(s) being assessed? Provide a rationale for the selection.

* + - [Select Yes or No]
		- [Insert Rationale for Selection]

What can you, your Department, or the College do to improve student performance and/or learning in future offerings of this course?

* + - [Insert Response]

Please also attach the following with your submission of this template (attach in e-mail response).

* Rating/grading rubric for evaluating student performance and/or student products.
1. AACSB International 2021 Assurance of Learning Seminar I: Foundation & Fundamentals Participant Notebook. P. 41 [↑](#footnote-ref-1)