

2021 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

PROGRAM SECTION (Due to the dean on October 15)

Submission date: 10/14/2021

Submitted by: Stasia Straley, Professor of Accounting, scstraley@alaska.edu

Program(s) covered in this report: Economics BBA

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.)

If you selected "Other" above, please identify. (100 characters or less)

College: College of Business and Public Policy

Campuses where the program(s) is delivered: Anchorage KOD KPC MSC PWSC

Specialized accrediting agency (if applicable): Association to Advance Collegiate Schools of Business - International

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: Only Bachelor and Master degrees are covered

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

- 1. Personal, Professional, and Community Responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.**

- **What would you hope a student would say if asked where in your program or support service they had the opportunity to develop proficiency in this Core Competency? (500 characters or less)**

Students could point to Econ 492 (the capstone course), Econ 490 (the economic internship), and to research opportunities afforded in different classes (e.g. Econ 312, Econ 337, etc.). Also some students work in the Vernon Smith Experimental Science Laboratory and for individual faculty; those students could highlight unique learning opportunities. Some students work on grant funded research projects that involve collecting data in the field and involve engaged learning activities.

- **Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency? Yes No**

If yes, please briefly describe. (500 characters or less)

Tom Case Leadership Fellows Program

- **Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? Yes No**

If yes, please briefly describe. (500 characters or less)

With COVID, faculty student research initiatives have been greatly hampered. Often informal interaction between faculty and students leads to engaged learning activities. Online platforms that could facilitate greater interaction between faculty and students outside of class would be valuable. Hopefully we'll soon be transitioning back to more in-person learning but it's likely many hybrid/online interactions are here to stay. Investments in faculty student virtual interactions would be valued.

PROGRAM STUDENT LEARNING OUTCOMES

- Please list the Program Student Learning Outcomes your program assessed in AY21. For each outcome, indicate one of the following: Exceeded faculty expectations, Met faculty expectations, or Did not meet faculty expectations.**

Example: Communicate effectively in a variety of contexts and formats – Exceeded faculty expectations.

Goal 2 Knowledge of external and internal business environments.

Objective 2.1 Demonstrate knowledge of local, state, and global perspectives in business

160 - Met faculty expectations 18 - Did not meet faculty expectations

Objective 2.2 Demonstrate knowledge and understanding of social, economic, political, and legal implications for business environments.

189 - Met Expectations 38 - Did not meet faculty expectations

Objective 2.3 Communicate the importance of applying strategic management concepts when

analyzing business opportunities and problems.

78 - Met Expectations 17 - Did not meet faculty expectations

Objective 2.4 Develop an understanding of cultural implications and how these influence business practices, decision-making processes, and all aspects of business relationships

2 - Exceeded faculty expectations 52 - Met faculty expectations 2 - Did not meet faculty expectations

Goal 4 Skills in professional interactions and human relations.

Objective 4.1 Demonstrate effective written communication in an appropriate professional format (i.e., formal or informal).

1 - Exceeded faculty expectations 5- Met faculty expectations 3- Did not meet faculty expectations

3. Describe your assessment process in AY21 for these program student learning outcomes, including the collection of data, analysis of data, and faculty (and other, e.g., advisory board) conversations around the findings. (750 characters or less)

Sept 2020 - faculty who courses were being assessed completed a declaration form. Faculty documented the assignment and artifact for the SLO

May 2021 - Faculty were contacted to request artifacts for assessment

May 2021 - August, 15 2021 - Faculty were reminded to submit artifacts

August 15th - Aug. 25th - AoL committee received artifacts and prepared them for assessment

August 30 - Sept. 7th - AoL committee sent results of assessments and requested faculty to complete assessment form and return to the AoL Committee

Sept. 15th - Sept. 30 - AoL committee compiled data from assessment forms

Nov 4th: AoL Committee is scheduled to meet with faculty to discuss results

4. What are the findings and what do they tell the faculty about student learning in your program? (750 characters or less)

All objectives were met for the Goal 2 PSLOs. In addition, for Obj. 2.1, all courses met the goal of 70% of students meeting/exceeding expectations. In Obj. 2.2, 2.3, and 2.4, in all but one course for each objective, students met/exceeded the 70% goal. Students did not meet expectations for Goal 4, in which only Obj. 4.1 was measured this year. Faculty are planning to adjust instruction, add discussion, and review and revise the courses in future semesters to ensure that students are meeting the goals. In addition, we are increasing our benchmark going forward to set a goal from 70% of students meeting or exceeding expectations to 75% of students meeting or exceeding expectations.

5. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe the recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision. (750 Characters or less)**

Faculty made a number of recommendations, including adding metacognitive activities for students. It was acknowledged that students need help learning how to learn, how to write, and how to read and comprehend material. It was discussed that the university should require students to take more remedial math and writing courses to prepare them for college-level classes. Students should be required to take classes that teach them how to succeed in college. It was recommended that the college provide full time tutoring. Instructors are focused on finding ways to encourage the students to actively participate in exercises and exploring options to add other assessment methods to the class.

PROGRAM IMPROVEMENTS AND ASSESSING IMPACT ON STUDENT LEARNING

6. **In the past academic year, how did your program use the results of previous assessment cycles to make changes intended to improve student achievement of the program student learning outcomes? Please check all that apply.**

- Course curriculum changes
- Course prerequisite changes
- Changes in teaching methods
- Changes in advising
- Degree requirement changes
- Degree course sequencing
- Course enrollment changes (e.g., course capacity, grading structure [pass/fail, A-F])
- Changes in program policies/procedures
- Changes to Program Student Learning Outcomes (PSLOs)
- College-wide initiatives (e.g., High Impact Practices)
- Faculty, staff, student development
- Other
- No changes were implemented in AY21.

If you checked "Other" above, please describe. (100 characters or less)

Changes will be implemented AY22

7. **Do you have any information about how well these or other past improvements are working? Are they achieving their intended goals? Please include any data or assessment results that help you demonstrate this. (750 characters or less)**

This AY, a more in-depth assessment was performed. The AoL Committee will share this year's

results with all faculty. In addition, they will follow up with each faculty member who assessed this year to discuss their recommendations and offer additional recommendations. Faculty will have AY 21 to implement changes and will be assessed again in AY 22.

8. Programs are not required to respond to question #8 below for their report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

9. **Do you have any examples of post-graduate success you want to highlight? For example, major scholarships, the percent of students who pass licensure examinations, the percent of students accepted to graduate programs, the percent in post-graduation employment in the field or a related field. (750 characters or less)**

This past year economics undergraduate majors were accepted into Harvard Law, University of Chicago Law, University of Wyoming (Economics), Purdue (Economics), and other programs. Based on NSC postaward data for UAA, since 2015, we have had 107 students enroll in a US graduate program. We have also had students accepted into programs at Oxford and Cambridge.

DEAN SECTION (Due to the program on January 15)

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on? (750 characters or less)**

The students are meeting program goals set at 70%. Faculty suggest raising it to 75%. Faculty should consider increasing the goal incrementally beyond 75% in the coming years. The Assurance of Learning (AoL) committee has improved the assessment process and has designated staff support to assist. The AoL committee has scheduled a meeting with faculty to share best practices. I suggest the AoL committee continue refining the assessment process and keep faculty highly involved to maintain awareness. Going forward, faculty should consider ways to better determine post-grad success. I suggest faculty start documenting examples of core competency-communication for the 2022 assessment.

2. **Is there something the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, including the closing of equity gaps, that might serve as a model for other programs? If yes, please explain. You may skip this question. (750 characters or less)**

The assessment process has evolved to include even more faculty input. The current chairs of the AoL committee have helped to establish a more structured process that has been documented and shared with faculty. This has increased awareness about assessment and thus, improved student



learning. Econ students have opportunities to conduct research in Econ A312, Econ A337, and Econ 492. Internships are available. In addition, students conduct experiments in the Vernon Smith Experimental Science Lab. A mentoring program for CBPP and Econ students is the Tom Case Leadership Fellows.

Dean's signature:

A handwritten signature in blue ink, which appears to read "John A. Murphy", is written over a horizontal line.

Date: 11/4/2021