Academic Affairs
University of Alaska Anchorage

3211 Providence Drive
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2022 ANNUAL ACADEMIC ASSESSMENT REPORT FORM
(Due October 15 to the dean)

The Faculty Senate Academic Assessment Committee (AAC) is committed to a vision of assessment that leads to continuous program improvements and benefits students. Annual assessment reporting informs decision making and resource allocation aimed at improving student learning and success. It also enables the AAC to analyze assessment across the institution and to respond to UA System, Board of Regents, legislative, and Northwest Commission on Colleges and Universities (NWCCU) requests. We thank you for your continued support of and participation in this annual activity.

Starting in Spring 2021, UAA moved to one academic assessment reporting mechanism. The below form merges and streamlines the former Annual Academic Assessment Survey and the Annual Academic Assessment Report. It also incorporates questions about how academic programs contribute to student achievement of institutional core competencies and to student success.

This annual report will be due to the dean on October 15. Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form.

These reports are public documents and will be posted on the assessment website. Responses are to be narrative only, and must be ADA- and FERPA-compliant. Do not embed any links, including to webpages or other documents. To be FERPA-compliant, do not include the names of any current or former students. Rather, use statements such as, “In AY22 four program graduates were accepted to graduate programs in the field.” Programs with specialized accreditation or other external recognitions must comply with restrictions regarding what can be published, as per the accreditor or external organization. Do not include appendices. Appendices to this form will not be accepted.

The form uses narrative, text, and drop-down boxes. Narrative boxes have a character limit, which includes spaces. When using text and drop-down boxes, if you want to undo an answer, press “Control-Z” or “Command-Z.”

Note: To ensure the fillable fields function correctly, the form must be completed in Microsoft Word. It will not function properly in Google Docs. Programs that wish to record collaborative discussion of the report might consider creating a separate document to take notes, before entering final responses in the official fillable form.

For technical assistance with this form, email Academic Affairs (uaa.oaa@alaska.edu).

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UNIVERSITY of ALASKA ANCHORAGE

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PROGRAM SECTION (Due to the dean on October 15)

After completing the Program Section, the program should email this form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.

Submission date: 11/30/2022

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

Program(s) covered in this report: Finance 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:

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 is phasing in the integration of the core competencies into ongoing processes, including program student learning outcomes assessment. Personal, Professional, and Community Responsibility (PPCR) was integrated into the AY21 Annual Academic Assessment Report. The AY22 Annual Academic Assessment Report now also integrates Effective Communication.

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

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

- **If last year you provided your program's current or planned example of an intentionally designed course, assignment, or activity that develops and showcases the student learning in this core competency, please discuss that implementation and any observations you have regarding how well it is working.** ***(500 characters or less)***
  Last year we identified two courses, Student Managed Portfolio and Institutional Money Management, which have been developed for students to be trained in the theoretical and practical aspects of creating and managing an investment portfolio in the institutional context. Also, we received $1 million to establish a student investment club, which provide learning opportunities for our students.
- **If last year you *did not* identify a current or planned example of an intentionally designed course, assignment, or activity that provides students the opportunity to develop and showcase this core competency, please identify one now.** ***(500 characters or less)***

B. ***Effective Communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.***

- **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)***
  Nothing to report in the current year.
- **Provide your program's current or planned example(s) of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency.** ***(500 characters or less)***
  Nothing to report in the current year.

PROGRAM STUDENT LEARNING OUTCOMES

2. **Please list the Program Student Learning Outcomes your program assessed in AY22. 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 1: Students will have baccalaureate content knowledge of his/her major discipline.
Finance 1.1 – Show a knowledge of asset pricing.
Finance 1.2 – Execute an understanding of valuation and capital budgeting.
Finance 1.3 – Demonstrate knowledge of Yield Curve.

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Goal 3: Students will have analytical skills.
Objective 3.1: Apply analytical techniques to solve business problems.

3. **Describe your assessment process in AY22 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 2021 - faculty who courses were being assessed completed a declaration form. Faculty documented the assignment and artifact for the SLO
   May 2022 - Faculty were contacted to request artifacts for assessment
   Aug 2022 - Faculty were reminded to submit artifacts
   Aug - Sept 2022 - AoL committee received artifacts and prepared them for assessment
   Sept - Oct 2022 - AoL committee compiled data and prepared assessment forms
   Dec 2022 - 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)***
   In Obj. FIN 1.1 100%, FIN 1.2 100% and FIN 1.3 67% students met/exceeded the 70% goal. The objective was met for Goal 3 PSLO, with 72% of students meeting/exceeding expectations.

   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 starting in 2022-2023. 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.

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, which is currently being explored in high DFW classes. Instructors are focused on finding ways to encourage the students to actively participate in exercises and exploring options to add other assessment methods to classes.

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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 AY22.

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

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)***

Last AY, a more in-depth assessment was performed. The AoL Committee shared prior year's results with all faculty and followed up with each faculty member who participated in assessment to discuss their recommendations and offer additional recommendations. Faculty have the current AY to implement changes and will be assessed again in AY 22. Current assessment changes will be assessed again in AY 23. Our assessment meeting will be held in December.

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized pre-requisites across sets of courses, the intentional use of high-impact practices, proactive advising, course scheduling practices, etc.

UAA has selected the below metrics as student success metrics for accreditation.

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In response to faculty questions and concerns about reporting on these data without more discussion and training, we will spend AY23 exploring together what equity data are and are not, how they can be used responsibly, and what programs can do to close equity gaps in student achievement on the below metrics, as well as to improve overall student achievement on them. UAA has a team participating in the NWCCU Data Equity Fellowship, and that team will help to guide these conversations.

8. **PROGRAMS ARE NOT REQUIRED TO RESPOND TO QUESTION #8 FOR THEIR REPORT DUE ON OCTOBER 15, 2022. IT IS HERE JUST FOR THEIR REFERENCE. Describe the actions your program is taking to improve student achievement on one or more of the following metrics. Also, describe any resulting improvements in student learning.**

Metric	Definition	Rationale
UNDERGRADUATE COURSE PASS RATES BY COURSE LEVEL (Undergraduate lower-division, undergraduate upper-division).	The percentage of students who receive a passing grade (A, B, C, P) for all undergraduate students in a course offered by a program compared to the same rate calculated for all courses at that level. Based on a 5-year trend. Included in the denominator for undergraduate courses are the grades D, F, W, I, NP, NB. *Data source: RPTP end-of-term freeze files. Disaggregate as per accreditation.*	Low pass rates are one critical way to identify courses that are barriers to student success and degree completion. Failing key courses correlates with low retention and more major switching. Mitigation strategies can be internal or external to the course itself, including, among other things, the use of high-impact pedagogical practices, appropriate placement, course sequencing, tutoring, and other means to ensure student success within a particular course. This metric and the disaggregation of the data can inform planning, decision making, and the allocation of resources to programs and services designed to mitigate gaps in achievement and equity.
ANNUAL RETENTION 1ST TO 2ND FALL	Traditional measure of the % of first-time, full-time associate and baccalaureate degree-seeking freshmen who enter in a given fall term and return the following fall. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	Following the student from the 1st fall to 2nd fall can indicate ongoing connections and support inside and outside of the classroom are motivating students to return to continue their studies at the institution. Continuing enrollment is a key factor in completion.
SEMESTERS TO DEGREE –	The average number of semesters taken by students	Looking at the number of semesters graduate students

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Metric	Definition	Rationale
GRADUATE PROGRAMS	to complete any graduate degree or graduate certificate program. Determined by students who have graduated from a graduate program as their primary degree. 5-year trend. *Data source: UA System Warehouse RPTP/DEDMGR end-of-term freeze files. Disaggregate as per accreditation on an annual basis.*	take to complete their degrees illustrates how students progress through their degree programs (full-time, part-time, stop-out). This information on student behavior and completion can inform program structure and help the institution support students in a way that honors the time needed for rigorous intellectual engagement and growth and also ensures that students can complete in a timely manner.

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)***
   Nothing to report this year.

DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this form to the program, and copy uaa_oaa@alaska.edu for posting. If the program is delivered on one or more community campus, the dean should consult with the appropriate community campus director(s) on the response and copy the appropriate community campus director(s) when emailing the response to the program.

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? *(750 characters or less)***
   The program reports "nothing to report" for "effective communication." The program will submit to the AoL committee & cc the dean on what they are putting in place to address this gap by the end of the 2023 spring semester. There is a noticeable deficient with SLO 1.3 (67%). The program will submit to the AoL committee and cc the dean on what they are putting in place to address this by the end of the 2023 spring semester. Also the report should include how the faculty are planning to adjust instruction, add discussion, & review and revise the courses to meet the new 75% benchmark. Faculty can voice their concerns about students' lack of preparation for college by participating on certain UAA committees, i.e., Gen Ed , UAB, AAC, or GERC.

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2. **What is the program doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the achievement of the Program Student Learning Outcomes, the closing of equity gaps, or addressing the core competencies? *(750 characters or less)***
   The results for SLOs 1.1 & 1.2 are at 100%, therefore it exceeds the new 75% benchmark for next year. The program should discuss with the AoL committee on what pedagogical approaches are available when faculty achieves 100% for SLOs. For example, elevating the robustness of the current artifact or choose a different artifact to measure the SLO. The program should start looking for ways they can address this year's core competency "intercultural fluency".

Dean's signature: **Date:** 12/19/2022