

**BIENNIAL PROGRAM STUDENT LEARNING OUTCOMES ASSESSMENT REPORT FORM –  
ASSESSMENT COMPLETED IN AY2023-2024 (Due to the dean on November 15)**

**Submission date:** 11/15/2024

**Assessment Plan covered in this report:** Alaska Native Business Management OEC

**College:** College of Business and Public Policy

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

**Submitted by:** Sharon Guenther Lind, PhD, Assistant Professor, [sglind@alaska.edu](mailto:sglind@alaska.edu)

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

Did meet faculty expectations

SLO #1 Demonstrate knowledge of and proficiency in defining the objectives of the Alaska Native Claims Settlement Act and the businesses formed or impacted by this historic legislation - Exceeded faculty expectations.

SLO #3 Describe the Alaska Native corporate landscape in all its complexity - Met faculty expectations.

- 2. Describe what your assessment process was last year 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. (1000 words or less)**

- In January 2024, faculty who taught fall 2023 were contacted to submit artifacts and assessment data using the AoL Submission form.
- In May 2024, faculty who taught spring 2024 were contacted to submit artifacts and assessment data using the AoL Submission form.
- In August 2024, reminders were sent to faculty who had not submitted their artifacts and assessment data.
- In September-October 2024, AoL Committee gathered and summarized assessment data gathered from faculty.
- In October 2024, AoL Committee assisted Discipline Leads in completing CBPP Academic Assessment Report.
- In January 2025, AoL Committee is scheduled to share results and recommendations from discipline reports with all faculty.

**3. What are the findings and what do they tell the faculty about student learning in your program? (1000 words or less)**

Of the 41 students in the program this academic year, 54% exceeded expectations while 41% met expectations and showed their understanding by meeting the requirements of SLO #1 and #3. Overall, 95% met or exceeded expectations within the program and 5% did not meet expectations.

SLO#1 and SLO #3 are critical goals within the program and are covered in BA A202 and BA A401, as it builds the foundation needed within the program as students progress. This academic year, 50% in BA A202 and BA A401 exceeded expectations while 44% met expectations. For SLO's #1 and #3, covered in BA A202 and BA A401, 94% met or exceeded expectations while 6% did not meet expectations.

By providing context, history and very specific examples in these key areas, faculty continues with a strong teaching approach for students in this area of study. Students do well within the classroom "safety zone," as they explore topics that can bring about discussions on race and discrimination. Respect of the opinions of others is an essential ingredient to the success of our student learning outcomes and this approach has proven to be successful.

**4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? No**

- i. **Please describe the recommended action(s), what improvements in student learning the program hopes to see, the proposed timeline, and how the program will know if the change(s) has worked. If no recommendations for changes were made, please explain that decision. (1000 words or less)**

No recommendations for changes were made because goals were successful as explained in number 3.

**5. 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 last year. *(If no options above were selected)*

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

A growing number of students at UAA are taking BA A202 Alaska Native Organizations to meet their Alaska Native Themed General Education Requirement. We hope this trend continues as more students learn about the program.

- 6. 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. (1000 words or less)**

Of the 41 students in the program courses in AY23, 95% acquired a passing grade of C or higher, the minimum needed to proceed in the program. While not all students are declared OEC's or minor students, many are considering the program after taking the first class.

---

#### **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? (200 words or less)**

The program should maintain its strong teaching approach while exploring enhancements. With high success in SLO #1 and SLO #3, faculty might expand experiential learning, such as case studies or partnerships with Alaska Native corporations, to boost engagement. Tracking students who fall short could help target support.

Since assessment is well-structured, earlier interventions like mid-semester check-ins or faculty-led study sessions may improve outcomes. Encouraging interdisciplinary links or guest speakers could broaden perspectives.

As race and discrimination discussions are key, ongoing faculty training in facilitating tough conversations will promote inclusivity. Strengthening student engagement will sustain excellence in learning outcomes.

- 2. Discuss what the program is doing particularly well in terms of its processes for the assessment and improvement of student learning, for example, the use of a common rubric or prompt, a signature assignment, etc. (200 words or less)**

The program's well-structured assessment process ensures continuous improvement. Systematic data collection through the AoL Submission form, faculty reminders, and AoL Committee reviews reflects a commitment to data-driven decisions. Faculty collaboration in summarizing findings and completing the CBPP Academic Assessment Report strengthens student evaluation.

Learning outcomes align with key courses (BA A202, BA A401), helping students build foundational knowledge early. A strong teaching approach, incorporating historical context, case studies, and

discussions on race and discrimination, enhances engagement and success. With 95% meeting expectations, instructional strategies are clearly effective.

To support the 5% falling short, early interventions or supplemental resources could help. Expanding experiential learning, such as community partnerships or fieldwork, may further deepen engagement and real-world application.

**Dean's signature:**

A handwritten signature in black ink, consisting of a stylized 'R' followed by a horizontal line.

**Date:** 1/13/2025