

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

Submission date: 10/31/2024

Assessment Plan covered in this report: Business Leadership OEC

College: College of Business and Public Policy

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

Submitted by: Mei Rose Ph.D., Professor of Marketing, mcrose@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.**

Objective 1.1 - Demonstrate knowledge of the differences between business and not-for-profit organizations. -- Met faculty expectations.

Objective 1.2 - Explain the concepts of business ethics and social responsibility. -- Met faculty expectations.

Objective 1.3 - Describe the basic forms of business ownership and the advantages and disadvantages of each form. -- 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)

In Obj. 1.1 84%, Obj 1.2 93%, and Obj. 1.3 89% of the students met faculty expectations. In general, students demonstrate knowledge of the differences between for-profit and not-for-profit organizations. They were well verse in the concepts of business ethics and social responsibility. Further, students were proficient in describing the basic forms of business ownership, as well as the advantages and disadvantages of each form.

4. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes? Yes

- 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)**

Faculty recommended three improvements. First, course materials should be updated to reflect current trends. Second, learning objectives could be emphasized by incorporating more visiting speakers and practitioners, as well as highlighting them more clearly in class discussions. Finally, faculty should reach out and encourage students to complete their assignments as most students who did not meet expectations either attended class irregularly or not at all.

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)

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)*

N/A

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)*

Faculty have met expectations for all assessed learning objectives, demonstrating strong student understanding of key business concepts. Clear guidance supports the program's growth. Faculty recommend updating materials to reflect trends, integrating guest speakers, and encouraging attendance and assignment completion. These changes aim to improve engagement, especially for students with attendance challenges. Incorporating real-world examples and strengthening industry connections will foster deeper learning. Ongoing assessment and data analysis will help refine teaching methods and track improvements, ensuring student success. Future assessments will measure the impact of these recommendations and guide further refinements.

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)*

Considering that the program is new, the program is making significant strides in supporting student achievement through targeted improvements based on assessment data. The program has established an assessment process that effectively supports improving student learning. The program's emphasis on analyzing key learning objectives such as business ethics, ownership forms, and nonprofit organizations has allowed faculty to track students achievement closely. Through regular faculty communication and analysis of assessment results, the program has identified areas for improvement, such as updating course materials to reflect current trends, incorporating more guest speakers, and encouraging better student attendance.

Dean's signature:



Date: 1/13/2025