

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

**Submission date:** 11/21/2024

**Assessment Plan covered in this report:** Economics BA

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

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

**Submitted by:** Hannah Hennighausen, PhD, Assistant Professor, hbhennighausen@alaska.edu

*After responding to the questions below, the program should email this report form to the dean, with a copy to the appropriate community campus director(s) if the program is delivered on a community campus.*

- 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.**

*For Example: 1. "Communicate effectively in a variety of contexts and formats" – Exceeded faculty expectations; 2. "Adopt critical perspectives for understanding the forces of globalization and diversity" – Met faculty expectations.*

Goal 1: Demonstrate the economic way of thinking and apply it to a wide variety of issues and problems - met expectations

Goal 3: Demonstrate a basic descriptive knowledge of the U.S. and world economies - met faculty expectations

Goal 5: Obtain and analyze relevant economic data to test hypotheses against evidence - 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)**

Fall 2023 - Relevant faculty were informed that goals 1, 3 and 5 would be assessed in their courses.

Fall 2023 and Spring 2024: Data was collected

AY2024-2025: Data was analyzed

AY2024-2025: Findings were communicated to faculty

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

Goal 1: 100% of students met or exceeded expectations

Goal 3: 100% of students met or exceeded expectations

Goal 5: 75% of students met or exceeded expectations

There are good success rates for goals 1 and 3. Faculty will continue to adjust teaching methods as needed to improve student success in goal 5.

**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 are seeking to improve outcomes in Goal 5. For this, they are focusing on fundamental analytical skills at the beginning of the semester to encourage student success later on. They are also exposing students to a multitude of programming languages and newly-created learning tools for programming in fundamental courses (e.g. ECON227) that they hope will improve analytical skills in upper division courses. Faculty will know if the changes worked through formalized assessment and informal discussions.

**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)

Anecdotally, faculty are seeing improvements in the upper-level analytical courses such as ECON 312 (Econometrics).

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### DEAN SECTION (Due to the program on January 15)

After completing the Dean Section and signing it, the dean should email this report form to the program, and copy [uaa\\_oaa@alaska.edu](mailto: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? (200 words or less)

The program has made strong progress in assessing and improving student learning, particularly in economic analysis and data interpretation. Moving forward, refining teaching approaches in areas like Goal 5 remains a priority. Faculty emphasize strengthening analytical skills early in the semester to boost performance in advanced courses. They are also expanding programming languages and tools in introductory courses to enhance student readiness. Success will be tracked through formal assessment and faculty discussions. Targeted support aims to improve data analysis and hypothesis testing, where 25% of students fell short. If Goals 1 and 3 remain at 100%, faculty may adjust assessment difficulty or methods. Additionally, gathering concrete data for question #6 will help identify trends and validate anecdotal insights.

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 demonstrates a strong process for assessing and improving student learning, particularly with its data-driven approach. The program successfully met expectations for Goal 1 (demonstrating the economic way of thinking) and Goal 3 (descriptive knowledge of the U.S. and world economies), with 100% of students meeting or exceeding expectations. For Goal 5 (analyzing economic data), 75% of students met or exceeded expectations, prompting faculty to adjust teaching methods and focus on strengthening analytical skills in early courses. The introduction of various programming languages and learning tools, such

as in ECON 227, aims to build students' capabilities for more advanced analysis in upper-level courses. These adjustments, alongside ongoing assessments and informal faculty discussions, provide valuable feedback to refine and optimize the program's instructional strategies, ensuring that all students are supported in meeting high academic standards.

**Dean's signature:**

A handwritten signature in black ink, consisting of a stylized, cursive 'R' followed by a horizontal line extending to the right.

**Date:** 1/13/2025