UAA Academic Affairs
UNIVERSITY *of* ALASKA ANCHORAGE

**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: Economics BBA

College: College of Business and Public Policy

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

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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.**

   Goal 1: Students will have baccalaureate content knowledge of his/her major discipline: Objective ECON 1.1 – Demonstrate content knowledge by applying economic reasoning to solve empirical problems in business and public policy.- Met faculty expectations
   Goal 3: Students will have analytical skills; Objective 3.1: Apply analytical skills to solve business problems - 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 September 2023, faculty whose courses were being assessed completed the AoL Declaration form, where faculty documented their artifacts for the SLO being measured.
   • 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)*

For goals Econ 1.1, 1.2 and 1.3, students largely met or exceeded faculty expectations in the assessed goals - only 1/25 students did not meet expectations. 10/25 students exceeded expectations and 14/25 students met expectations. The findings tell the faculty that while most students are meeting learning goals, improvements could be made so that a larger proportion of students are exceeding expectations.

For objective 3.1, 2/22 students did not meet expectations, 18/22 students exceeded expectations and 2/22 students met expectations. This tells faculty that while many students are succeeding, improvements still need to be made such that more students exceed expectations for this particular learning outcome.

4. **Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the Program Student Learning Outcomes?** Select Yes or 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)*
    Faculty will continue to adjust teaching methods to better reach students. This includes spending more classroom time on applications of theory, more training in presentation of materials, increase collaboration amongst students and using examples of previous essays to teach students how to write more effectively.

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 report that changes they are making are improving learning outcomes in the classroom.

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)*

   With over 90% of students meeting or exceeding the objectives, the faculty should continue refining their teaching strategies to enhance student achievement and alignment with learning outcomes. Regular assessment cycles should include feedback loops to measure the effectiveness of changes and ensure continuous improvement. In the future, for question #6, the faculty should gather concrete data to support their anecdotal perspective. This will also help determine if there is a trend.

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)*

   Faculty engagement in the process, from artifact submission to collaborative discussions of findings, demonstrates a commitment to continuous improvement. Additionally, the program's alignment with clear objectives like ECON 1.1 and Objective 3.1 showcases a targeted focus on key competencies. Faculty discussions on findings and proposed changes, such as enhancing teaching methods, further reflect the program's proactive stance on addressing learning gaps.

Dean's signature: _____   **Date:** 12/28/2024