

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

Submission date: 11/11/2024

Assessment Plan covered in this report: Finance BBA

College: College of Business and Public Policy

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

Submitted by: Dr. Ajit Dayanandan, Professor of Finance, University of Alaska Anchorage, email: adayanandan@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.**

Goal 1: Students will have baccalaureate content knowledge of his/her major discipline:

Objective • FIN 1.1 – Show a knowledge of asset pricing. - Met faculty expectations

• FIN 1.2 – Execute an understanding of valuation and capital budgeting. - Met faculty expectations

FIN 1.3 - Demonstrate knowledge of yield curve. - 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)

On Goal 1.1, 5 out of 6 students met and exceed expectations. On Goal 1.2 also 5 out of 6 students met and exceeded expectations. Students were evaluated on the final exam based on (a) 10 multiple choice questions @ 1 mark and (b) short quantitative questions @ 5 mark.

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)**

I am satisfied with the performance of the students (83 per cent met and exceed expectations). Students which did not meet expectations were provided with feedback and more in class exercise was conducted. From tracking of those who did not meet expectations show that this strategy is working efficiently.

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)

A tracking of students who did not meet expectations show that mitigation measures like providing more in class exercises are doing well.

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 results show that most students met or exceeded expectations for the learning outcomes related to asset pricing and valuation. However, there is no documented assessment for Objective 1.3 - Demonstrate knowledge of yield curve. The faculty's response has been constructive for students who did not meet expectations, providing feedback and additional in-class exercises to address knowledge gaps. The faculty also adjusted their teaching methods, incorporated more exercises, and modified course sequencing to better support students. Going forward, the program should continue to refine these strategies. Tracking student progress and continuously refining teaching practices will ensure that the program remains effective in helping students achieve the program's learning outcomes. The program could benefit from exploring further opportunities for additional support resources for students who may struggle with the material, helping sustain and enhance the current achievements.

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 does well in its systematic approach to assessing and improving student learning. The program also utilizes a combination of multiple-choice and quantitative questions in exams, providing diverse ways to evaluate student understanding. Faculty regularly engage in conversations about assessment results, focusing on identifying areas for improvement. The feedback loop for students who did not meet expectations is particularly effective; additional in-class exercises are provided, which have shown positive results in improving student performance. This proactive approach to remediation, alongside changes in teaching methods and course sequencing, allows the program to refine its approach to student success continually.

Dean's signature:



Date: 12/28/2024