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Submitted by: Stasia Straley, Professor of Accounting, scstraley@alaska.edu

Program(s) covered in this report: Economics BBA

(Programs with suspended admissions and new programs in the first year of implementation are not required to complete this form).

If you selected "Other" above, please identify (100 characters or less)

College: College of Business and Public Policy

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

Specialized accrediting agency (if applicable): Association to Advance Collegiate Schools of Business - International

If explanation is necessary, such as only some of the certificates and degrees are covered by the specialized accreditation, briefly describe: Only Bachelor and Master degrees are covered

INSTITUTIONAL STUDENT LEARNING CORE COMPETENCIES

In 2020, UAA launched a consensus-based, deliberative process to identify the key skillsets that help students achieve academic and post-graduation success. After a year-

Econ 337, etc.). Also some students work in the Vernon Smith Experimental Science Laboratory and for individual faculty; those students could highlight unique learning opportunities. Some students work on grant funded research projects that involve collecting data in the field and involve engaged learning activities.

- o Do you have an example that could be a model for the university of an intentionally designed course, assignment, or activity that showcases the student learning in this core competency? Yes No
If yes, please briefly describe it
Tom Case Leadership Fellows Program
- o Do you have any ideas about where your program or the university might develop other intentionally designed opportunities for students to develop proficiency in this core competency? Yes • No
If yes, please briefly describe it
With COVID, faculty student research initiatives have been greatly hampered. Often informal interaction

Objective 2.4 Develop an understanding of cultural implications and how these influence business practices, decisionmaking processes, and all aspects of business relationships

2 - Exceeded faculty expectations 5 Met faculty expectations 2 Did not meet faculty expectations

Goal 4 Skills in professional interactions and human relations.

Objective 4.1 Demonstrate effective written communication in an appropriate professional format (i.e., formal or informal).

1 - Exceeded faculty expectations Met faculty expectations 3 Did not meet faculty expectations

3. Describe your assessment process 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. ~~0/0/0~~

Sept 2020 - faculty who courses were being assessed completed a declaration form. Faculty documented the assignment and artifact for the SLO

May 2021- Faculty were contacted to request artifacts for assessment

May 2021- August, 15 2021 Faculty were reminded to submit artifacts

August 1st - Aug. 2nd - AoL committee received artifacts and prepared them for assessment

August 30 Sept. 7th - AoL committee sent results of assessments and requested faculty to complete assessment form and return to the AoL Committee

Sept. 1st - Sept. 30 AoL committee compiled data from assessment forms

Nov 4th: AoL Committee is scheduled to meet with faculty to discuss ~~results~~

4. What are the findings and what do they tell the faculty about student learning in your program? ~~0/0/0~~

All objectives were met for the Goal 2 PSLO. In addition, for Obj. 2.1, all courses met the goal of 70% of students meeting/exceeding expectations. Obj. 2.2, 2.3, and 2.4, in all but one course for each objective, students met/exceeded the 70% goal. Students did not meet expectations for Goal 4, in which only Obj. 4.1 was measured this year. Faculty are planning to adjust instruction and discussion, and review and revise the courses in future semesters to ensure that students are meeting the goal. In addition, we are increasing our benchmark going forward to set a goal from 70% of students meeting or exceeding expectations to 75% of students meeting or exceeding expectations.

5. Based on the findings, did the faculty make any recommendations for changes to improve student achievement of the program student learning outcomes? Please describe recommended action, what improvement in student learning the program hopes to see with this change, the proposed timeline, and how the program will know if the change has worked. If no recommendations for changes were made, please explain that decision.

Faculty made a number of recommendations, including adding metacognitive activities for students.

It was acknowledged that the program had not previously implemented such activities.

results with all faculty. In addition, they will follow up with each faculty member who assessed this year to discuss their recommendations and offer additional recommendations. Faculty will have AY 21 to implement changes and will be assessed again in AY 22

STUDENT SUCCESS AND THE CLOSING OF EQUITY GAPS

Programs are not required to respond to question #8 below for the report due on October 15, 2021. Question #8 will be required for the next round and moving forward.

8. Respond to at least one of the following metrics. Student success depends on many aspects of a student's experience. On the academic program level, it can relate to correct placement, course sequencing, standardized prerequisites, the intentional use of high impact practices, proactive advising, course scheduling practices, etc. UAA is using the following two metrics in its cyclical Program Review process, as well as in its reaffirmation of accreditation process. These data are included in the most recent

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learning. Econ students have opportunities to conduct research in Econ A312, Econ A337, and Econ 492. Internships are available. In addition, students conduct experiments in the Vernon Smith Experimental Science Lab. A mentoring program for CBPA and Econ students is the Tom Case Leadership Fellows

Dean's signature



Date: 11/4/2021