

UNIVERSITY OF ALASKA FAIRBANKS

Student Learning Outcomes Assessment Plan

School of Management

Bachelor of Arts (BA)

Economics

(2016-2017)

SOM MISSION: We are a learning community where innovation in teaching, discovery and service prepares students for professional success that benefits our community, the state of Alaska and the nation.

SOM VISION: The School of Management will be recognized for high-quality educational programs, hands-on educational opportunities for students, service to the community and accomplished teaching and research faculty. The School of Management strives to be acknowledged as the premier business school in Alaska.

Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p>1. Communication</p> <p>1a. Written: Students should be able to develop a paper using cogent arguments or opinions on topics pertaining to the field of study.</p> <p>1b. Oral: Students should be able to deliver a professional Powerpoint presentation and field questions related to presentation with confidence and poise.</p> <p>Note: Data for the assessment of the BA economics program is collected every year. Assessment and resulting changes to the curriculum are done every other year that begins in the Fall as an odd year.</p>	<p><u>Instrument:</u> Writing assignments.</p> <p><u>Rubric:</u> The writing rubric covers 6 components.</p> <p><u>Min. Standard:</u> 75% of students meet or exceed expectations averaged across all six components.</p> <p><u>Instrument:</u> Oral presentations.</p> <p><u>Rubric:</u> The Oral rubric covers 7 dimensions.</p> <p><u>Min. Standard:</u> 75% of students meet or exceed expectations averaged across all six components.</p>	<p>Writing samples are collected from all “W” designated courses in BBA.</p> <p>Oral presentations are recorded in all “O” designated courses in BBA.</p> <p>Data collected every semester, assessment every other year by AOL committee.</p>
<p>2. Technical Knowledge:</p> <p>2a. Technical Knowledge: Macroeconomics: Students should be able to understand the basic mechanism of fiscal and monetary policies and explain conditions under which monetary and/or fiscal policy may be effective in stabilizing business cycle fluctuations.</p>	<p>2. Technical Knowledge:</p> <p>2a. Technical Knowledge: Macroeconomics:</p> <p><u>Instrument:</u> Embedded Essay Question.</p> <p><u>Rubric:</u> Rubric vary with question and are located within SOM.</p> <p><u>Min. Standard:</u> 70% of students meet or exceed expectations.</p>	<p>2. Technical Knowledge:</p> <p>2a. Technical Knowledge: Macroeconomics: Instructors in Econ 324 (Intermediate Macroeconomics) will embed one essay question for the students that compares and contrasts the basic mechanism of fiscal and monetary policies to reduce the peaks and valleys of the business cycle.</p>

<p>2b. Technical Knowledge: Microeconomics: Students should be able to understand and verbalize gains from free market exchange of goods and services by use of key measures such as Consumer Surplus (CS) and Producer Surplus (PS).</p>	<p>2b. Technical Knowledge: Microeconomics: <u>Instrument:</u> Embedded Essay Question. <u>Rubric:</u> Rubric vary with question and are located within SOM. <u>Min. Standard:</u> 70% of students meet or exceed expectations.</p>	<p>2b. Technical Knowledge: Microeconomics: Instructors in Econ 321 (Intermediate Microeconomics) and 351 (Public Finance) will embed one essay question using Consumer Surplus (CS) and Producer Surplus (PS) in their exams each semester.</p>
--	---	---