UNIVERSITY OF ALASKA FAIRBANKS Student Learning Outcomes Assessment Plan

School of Management
Bachelor of Business Administration (BBA) **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)
1. Communication	Instrument: Writing assignments.	(what, when, who)
1a. Written: Students should be able to develop a paper using cogent arguments or opinions on topics pertaining to the field of study.	Rubric: The writing rubric covers 6 components.	Writing samples are collected from all "W" designated courses in BBA.
	Min. Standard: 75% of students meet or exceed expectations averaged across all six components.	
	Instrument: Oral presentations.	
1b. Oral: Students should be able to deliver a professional Powerpoint presentation and field questions related	Rubric: The Oral rubric covers 7 dimensions.	Oral presentations are recorded in all "O" designated courses in BBA.
to presentation with confidence and poise.	Min. Standard: 75% of students meet or exceed expectations averaged across all six components.	Data collected every semester, assessment every other year by AOL committee.
2. Problem Solving	Instrument: Watson Glaser exam.	Watson Glaser test is given in BA 330
2a. Students should be able to recognize assumptions, evaluate arguments and draw conclusions.	Rubric: The WG reports the total scores and subscale scores for recognizing assumptions, evaluating arguments and drawing conclusions.	(The Legal Environment of Business).
2b. Students should be able to set up hypothesis tests, synthesize data, estimate equations and test for significance.	Min. Standard: Total Score: A minimum of fifty percent of the students average at the 50 th percentile. Subscale scores: Seventy-percent of the students score "average" or above. Each subscale score is assessed separately. The comparison group is students with 3-4 years of college.	Questions are imbedded in exams in Econ 227 (Introductory Statistics) and Acct 262 (Accounting Concepts and Uses II).
2c. Students should be able to demonstrate effective use of financial information in business problem	<u>Instrument</u> : Imbedded questions.	Data collected every semester, assessment every other year by AOL
	Rubric: Specific to imbedded questions.	committee.
solving.	Min. Standard: 70% (2b) -75% (2c) of students meet or exceed expectations.	

Intended Objectives/Outcomes	Assessment Criteria and	Implementation (all the desired and the desire
2 Ethical Vacanta 1	Procedures	(what, when, who)
3. Ethical Knowledge		
Students should be able to: (a) differentiate between ethical models; (b) understand laws that relate to	Instrument: Imbedded test questions. Rubric: Percent of correct answers	Questions imbedded in BA 323 exams (Business Ethics). Data collected every semester,
ethically related business decisions (c) identify and understand whether certain business conduct is legal and/or	in four categories. Min. Standard: For each question,	assessment every other year by AOL committee.
ethical and (d) situationally apply what they've learned.	70% of students meet or exceed expectations.	
4. Technical Knowledge (General) 4a. Students should be able to	Instrument: ETS Business Exam.	The ETS exam given each semester in BA 462 (Corporate Strategy).
demonstrate general business knowledge and	Rubric: Number of correct answers. Min. Standard: 50 th percentile for the undergraduate students and the school as a whole and on each technical area.	
4b. 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.	4b. Technical Knowledge: Macroeconomics: Instrument: Embedded Essay Question. Rubric: Rubric vary with question and are located within SOM. Min. Standard: 70% of students meet or exceed expectations.	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.
4c. 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).	4c. Technical Knowledge: Microeconomics: Instrument: Embedded Essay Question. Rubric: Rubric vary with question and are located within SOM. Min. Standard: 70% of students meet or exceed expectations.	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.