Submitted by: Lance Howe, Professor and Chair, Department of Economics, elhowe@alaska.edu

Program(s) covered in this report: Economics BA
(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:

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-long process that included students, faculty, staff, administrators, alumni, and employers, the UAA community identified four "core competencies" at the heart of a quality UAA education. Students develop mastery of these competencies through curricular (e.g., courses), co-curricular (e.g., internships, conferences), and extra-curricular (e.g., student clubs) learning experiences.

After the stakeholder-based process in AY20, UAA conducted a pilot project focusing on the core competency of Personal, Professional, and Community Responsibility (PPCR). This decision was based on input from the 2020 Annual Academic Assessment Retreat.

Question #1 below is designed to engage program faculty in thinking about how they can or already do promote student learning in this core competency.

1.

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. *(500 characters or less)*

- 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. *(500 characters or less)*
  With COVID, faculty student research initiatives have been hampered. Informal interaction/conversation between faculty and students leads to engaged learning activities but these interactions haven't happened much during COVID.
  Also, hybrid (in-person and live online) courses are likely to become more common. Greater investment by UAA in faculty support for engaged student learning in our new environment is very important. This includes classroom tech & lecture capture support.

Changes in program policies/procedures

1. **Based on the program's responses above, what guidance and support do you have for the program moving forward? Is there a particular area the program should focus on?** *(750 characters or less)*

   The students are meeting program goals which is set at 70%. Faculty suggest raising the goal to 75%. Consider increasing the goal incrementally beyond 75% in the coming years. The Assurance of Learning (AoL) committee has improved the assessment process and has designated staff support to assist. The AoL committee has scheduled a meeting with faculty to discuss the goal.