

Assurance of Student Learning Report 2023-2024

Gordon Ford College of Business

Economics

Business Economics BS 724

David Zimmer, Chair

Is this an online program? ☐ Yes ☒ No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here
☒ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: Students will demonstrate ability to conduct economic research.

Instrument 1 Direct: Analysis of Capstone Project/Research Paper

Based on your results, check whether the program met the goal Student Learning Outcome 1.

☒ Met

☐ Not Met

Program Student Learning Outcome 2: Students will demonstrate ability to convey their research findings using oral communication.

Instrument 1 Direct: Capstone Project Poster Presentation

Based on your results, check whether the program met the goal Student Learning Outcome 2.

☐ Met

☒ Not Met

Program Student Learning Outcome 3: Students will demonstrate knowledge of key principles of microeconomics.

Instrument 1 Direct: Microeconomics Exam

Based on your results, check whether the program met the goal Student Learning Outcome 3.

☒ Met

☐ Not Met

Program Student Learning Outcome 4: Students will demonstrate knowledge of key principles of macroeconomics.

Instrument 1 Direct: Macroeconomics Exam

Based on your results, check whether the program met the goal Student Learning Outcome 4.

☒ Met

☐ Not Met

Student Learning Outcome 5: Upon completion of the program, students will demonstrate the skills necessary for conducting a job search in business economics careers.

Instrument 1 Direct: Analysis of Resumes

Instrument 2 Direct: Job Search Assignment

Instrument 3 Direct: Mock Interview

Based on your results, check whether the program met the goal Student Learning Outcome 5.

☒ Met

☐ Not Met

Student Learning Outcome 1

| | | | |
|---|--|--|--|
| Student Learning Outcome | Students will demonstrate ability to conduct economic research. | | |
| Measurement Instrument 1 | <p>DIRECT measures of student learning: Students in the Economics major (724) are required to complete a capstone course at the end of the program. One of the requirements of the course is to write a research paper that synthesizes the knowledge obtained in the program. Students choose a research topic, find the relevant data to conduct empirical tests, and perform statistical calculations to answer their research questions. Students are instructed to structure their papers similarly to an economics journal article and include an introduction, literature review, data and methodology section, analysis of empirical results, and a conclusion.</p> <p>Papers are evaluated on the following criteria:</p> <ol style="list-style-type: none"> 1. Did a student formulate an appropriate research question grounded in economic theory? 2. Does the paper contain an adequate literature review? 3. Did the student employ appropriate data to test the hypothesis? 4. Did the student correctly interpret the findings in the paper? | | |
| Criteria for Student Success | At the end of the program, students should be able to perform at the level of Capstone (4) or Milestone (3) according to <i>LEAP Inquiry and Analysis</i> rubric. | | |
| Program Success Target for this Measurement | 80% or more students should meet the criteria for student success outlined above | Percent of Program Achieving Target | 83% |
| Methods | <p>Direct artifacts were collected from all students in the senior assessment course (ECON 499). The data cover the entire population of spring 2023 graduates of the program. The papers were evaluated by three economics faculty on the four criteria listed above using a 1-4 scale for each criterion. The scores were assigned based on <i>LEAP Inquiry and Analysis</i> rubric items (1) Topic Selection, (2) Existing Knowledge, Research and/or Views, (3) Design Process, and (4) Analysis. The rubric is attached below. Using this rubric, each evaluator produced an average score for each paper by computing a simple average of the four items in the rubric. Therefore, each paper received three scores – one from each evaluator – and the mean of these three scores was computed for each student.</p> | | |
| Based on your results, highlight whether the program met the goal Student Learning Outcome 1. | | | <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met |
| Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | |
| We have seen upward trends for this outcome. We have made efforts to provide better guidance, especially with regard to picking a research topic. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| We plan to continue guiding student to proper research topics in order to maintain our current trajectory. | | | |
| Next Assessment Cycle Plan | | | |
| We plan to continue using the same assessment method as it yields consistent and informative data which allows us to track progress and make adjustments. | | | |

Student Learning Outcome 2

| | | | |
|---|---|--|--|
| Student Learning Outcome | Students will demonstrate ability to convey their research findings using oral communication | | |
| Measurement Instrument 1 | DIRECT measures of student learning outcomes: Students in the Economics major (724) are required to complete a capstone course at the end of the program. During that course, students are required to write a paper and present it to the economics faculty. The presentations are structured as a mini-conference with each student giving a poster presentation. Each student is required to prepare a poster, deliver a brief summary of his or her paper, and answer follow-up questions. The presentations are evaluated on the following criteria: 1. Was the information organized well on the poster? 2. Did the student follow good practices when designing the poster? 3. Did the student present the material well? | | |
| Criteria for Student Success | At the end of the program, students should be able to perform at the level of Capstone (4) or Milestone (3) according to LEAP <i>Oral Communication</i> rubric. | | |
| Program Success Target for this Measurement | 80% or more students should meet the criteria for student success outlined above | Percent of Program Achieving Target | 73% |
| Methods | Students' presentations were rated on the three criteria listed above using a 1-4 scale for each criterion. The scores were assigned based on LEAP <i>Oral Communication</i> rubric items (1) Organization, (2) Supporting Material, (3) and Language. The rubric is attached below. Using this rubric, each evaluator produced an average score for each presentation by computing a simple average of the three items of the rubric, with each student receiving three scores – one from each evaluator – and the mean of these three score was computed was computed for each student. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2. | | <input type="checkbox"/> Met | <input checked="" type="checkbox"/> Not Met |
| Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | |
| This marks a slight step back from previous cycles. We plan to increase our oversight of their poster presentations and reassess next cycle. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| We plan to increase our oversight of their poster presentations and reassess next cycle. | | | |
| Next Assessment Cycle Plan | | | |
| We plan to continue using the same assessment method as it yields consistent and informative data which allows us to track progress and make adjustments. | | | |

| Student Learning Outcome 3 | | | |
|--|--|--|---|
| Student Learning Outcome | Students will demonstrate knowledge of key principles of microeconomics. | | |
| Measurement Instrument 1 | DIRECT measures of student learning: Students in the Economics major (724) are required to complete a capstone course at the end of the program. During the course, students have to take two exams – a microeconomics exam and a macroeconomics exam. The exams used in the class have been developed by the National Council for Economic Education (NCEE). These exams were designed with two objectives in mind: “(1)... to offer a reliable and valid assessment instrument for students in principles of economics courses; and (2) to provide norming data for large national sample of students in principles classes...”. The exams cover a range of economic topics and can serve as a good measure not only of the attainment of knowledge in the principles courses but also as a measure of retention and reinforcement of that knowledge throughout the program. | | |
| Criteria for Student Success | At the end of the program students should perform at the 70th percentile or higher compared to the national sample of economics principles students. | | |
| Program Success Target for this Measurement | 75% of the students | Percent of Program Achieving Target | 84% |
| Methods | The test used as an instrument is the Test of Understanding of College Economics (TUCE), developed by NCEE in conjunction with the American Economic Association. The tests cover a range of topics normally covered in a microeconomics principles course as well as in the rest of the upper-level courses of a typical economics program. The test consists of 30 multiple-choice questions. Based on the national sample of more than 3,000 college and university students who took these tests the score of 14 corresponds to a 67-th percentile and a score of 15 corresponds to 74th percentile. The tests were administered to all of the students in the senior assessment seminar. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | <input checked="" type="checkbox"/> Met | <input type="checkbox"/> Not Met |
| Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | |
| The students in the program are currently performing near the national average. We will continue to monitor performance during the next assessment cycle. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| Continue to monitor students' performance during on the microeconomic exam. Use the fall 2023 assessment class as a mid-cycle gauge. | | | |
| Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) | | | |
| No changes are planned in the assessment mechanism. The exam provides a consistent and robust tool for measuring student performance. | | | |

Student Learning Outcome 4

| | | | |
|---|--|--|---|
| Student Learning Outcome | Students will demonstrate knowledge of key principles of macroeconomics. | | |
| Measurement Instrument 1 | DIRECT measures of student learning: Students in the Economics major (724) are required to complete a capstone course at the end of the program. During the course, students have to take two exams – a microeconomics exam and a macroeconomics exam. The exams used in the class have been developed by the National Council for Economic Education (NCEE). These exams were designed with two objectives in mind: “(1)... to offer a reliable and valid assessment instrument for students in principles of economics courses; and (2) to provide norming data for large national sample of students in principles classes...”. The exams cover a range of economic topics and can serve as a good measure not only of the attainment of knowledge in the principles courses but also as a measure of retention and reinforcement of that knowledge throughout the program. | | |
| Criteria for Student Success | At the end of the program students should perform at the 70th percentile or higher compared to the national sample of economics principles students. | | |
| Program Success Target for this Measurement | 75% of the students | Percent of Program Achieving Target | 84% |
| Methods | The test used as an instrument is the Test of Understanding of College Economics (TUCE), developed by NCEE in conjunction with the American Economic Association. The tests cover a range of topics normally covered in a macroeconomics principles course as well as in the rest of the upper-level courses of a typical economics program. The test consists of 30 multiple-choice questions. Based on the national sample of more than college and university students who took these tests the score of 16 is the 69th percentile and 17th is 74th percentile. The tests were administered to all of the students in the senior assessment seminar. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | <input checked="" type="checkbox"/> Met | <input type="checkbox"/> Not Met |
| Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | |
| Students’ performance was met the target, but just barely. We will continue to monitor performance during the next assessment cycle. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |
| Continue to monitor students’ performance on the macroeconomic exam. | | | |
| Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome) | | | |
| No changes are planned in the assessment mechanism. The exam provides a consistent and robust tool for measuring student performance. | | | |

| Student Learning Outcome 5 | | | |
|---|--|--|--|
| Student Learning Outcome | Upon completion of the program, students will demonstrate the skills necessary for conducting a job search in business economics careers. | | |
| Measurement Instrument 1 | Direct: Analysis of Resume. Students in the Business Economics major (724) are required to complete a capstone course at the end of the program. During that course, students have to complete a series of assignments targeted at increasing their success on the job market, and one of these assignments was to create a resume. | | |
| Criteria for Student Success | Students should be able to compile a professional resume that is rated 4 or 5. | | |
| Program Success Target for this Measurement | 80% | Percent of Program Achieving Target | 100% |
| Methods | Resumes were collected from each of the students in the class and assessed by the course instructor for content, clarity, and quality of presentation. The quality of resumes was rated on the scale of 1(lowest) to 5(highest). The rating of 5 represents a resume that is ready to be used in the job search without any changes. The rating of 4 represents a resume that is ready for a job search with minor changes. | | |
| Measurement Instrument 2 | Direct: Job Search Assignment. During the capstone course, students are required to complete an assignment where they have to find five jobs for which they should be qualified. To complete the assignments, students have to create a matrix listing the job titles, company names, job descriptions, experience requirements, minimum qualifications, and educational requirements. | | |
| Criteria for Student Success | The jobs should match student qualifications listed in their resumes. | | |
| Program Success Target for this Measurement | 80% of the students should complete the assignment with the score of 4 or higher | Percent of Program Achieving Target | 100% |
| Methods | Assignments were collected from each of the students in the class and assessed by the course instructor. Students' resumes were matched to job descriptions to assess how well students' qualifications meet those of the jobs. The score was assigned based on how well the students conducted the job search: If all 5 jobs were within the students' qualification set, they received a score of 5, if four jobs matched, then the score was 4 etc. | | |
| Measurement Instrument 3 | Direct: Mock Interview. During the capstone course, they students are required to conduct a mock interview with the one of the staff members of the Center for Career and Professional Development. The interviewer provides a ranking of students' professionalism, preparedness, general interview questions, and specific job questions. | | |
| Criteria for Student Success | Students should be able to demonstrate their ability to conduct a job interview by attaining a score of 40 or higher (out of 50 possible points) on their mock interview assessment. | | |
| Program Success Target for this Measurement | 80% | Percent of Program Achieving Target | 100% |
| Methods | Prior to the interview, students are given information about a real job posting. When they arrive to the interview, they are expected to dress professionally, bring their resumes, and to be able to demonstrate knowledge of the company and the job requirements of this position. During the interview, the interviewer ranks students' performance on the scale from 0 to 50. The score is determined based on specific measurable characteristics or actions such as "Arrived ahead of time", "Supporting documents are organized and presented in a professional manner" etc. | | |
| Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3. | | | <input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met |
| Actions (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | |
| No changes are planned. These tasks are required to complete the capstone course, so we are pretty strict that they complete these tasks. | | | |
| Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | |

Continue to assess students job readiness skills.

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

No changes are planned in the assemsnet mechanism.

Rubric for SLO 1

| | Capstone 4 | Milestones | | Benchmark 1 |
|---|--|--|--|--|
| | | 3 | 2 | |
| Topic selection <i>LEAP Inquiry and Analysis</i> | Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic. | Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic. | Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic. | Identifies a topic that is far too general and wide-ranging as to be manageable and doable. |
| Existing Knowledge, Research, and/or Views <i>LEAP Inquiry and Analysis</i> | Synthesizes in-depth information from relevant sources representing various points of view/approaches. | Presents in-depth information from relevant sources representing various points of view/approaches. | Presents information from relevant sources representing limited points of view/approaches. | Presents information from irrelevant sources representing limited points of view/approaches. |
| Design Process <i>LEAP Inquiry and Analysis</i> | All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines. | Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for. | Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. | Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework. |
| Analysis <i>LEAP Inquiry and Analysis</i> | Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. | Organizes evidence to reveal important patterns, differences, or similarities related to focus. | Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. | Lists evidence, but it is not organized and/or is unrelated to focus. |

Rubric for SLO 2

| | Capstone 4 | Milestones | | Benchmark 1 |
|--|---|---|---|--|
| | | 3 | 2 | |
| Organization <i>LEAP Oral Communication</i> | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| Language <i>LEAP Oral Communication</i> | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| Supporting Material <i>LEAP Oral Communication</i> | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |

Program: BUSINESS ECONOMICS

Curriculum Map Matrix

(Where are PLOs Introduced, Developed, and Mastered)?

| | <i>Econ 202: Princ. of Micro.</i> | <i>Econ 203: Princ. of Macro.</i> | <i>Econ 302: Int. Micro.</i> | <i>Econ 303: Int. Macro.</i> | <i>Econ 465: Regression</i> | <i>Econ 499: Senior Assessment</i> |
|--|---|---------------------------------------|----------------------------------|----------------------------------|---------------------------------|--|
| <i>I</i> : Students will strate ability to inicate research s through <u>written</u> nication. | | | | | <i>I D</i> | <i>M</i> |
| <i>I</i> : Students will strate ability to research s using <u>oral</u> nication. | | | | | <i>I</i> | <i>D M</i> |
| <i>I</i> : Students will strate knowledge principles of conomics. | <i>I</i> | | <i>D M</i> | | | |
| <i>I</i> : Students will strate knowledge principles of conomics. | | <i>I</i> | <i>D M</i> | | | |
| <i>I</i> : Students will strate ability to t a job search in related to this | | | | | | <i>I D M</i> |