

ACADEMIC YEAR 2021-2022 / ANNUAL PROGRAM REVIEW (APR)

Business Economics General and Financial Options

This view always presents the most current state of the plan item.

Plan Item was last modified on 3/25/22, 2:08 PM

Your individual permission settings determine what fields and content are visible to you.

Template:

Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by dept)

Name of degree/major or credential (example: Psychology BA/BS):

Business Economics General and Financial Options

Assessment Cycle State Date:

3/1/2021

Assessment Cycle End Date:

7/1/2022

Progress:

Under Review by College/Institution

Providing Department:

Business-Academic

Responsible Users:

Assessment Report Contact:

Scott Metlen

Program Changes in Past Year:

na

Learning Outcomes are Communicated to All Students in Program (check box if true):

true

Learning Outcomes are Communicated to All Faculty (check box if true):

true

Optional: Framework Alignment:

na

Import Outcomes Data (from Anthology Outcomes):

1.

Analysis - Macroeconomic

Economics students will predict the effects of various events on the economy, financial markets, individuals, and/or firms, through knowledge of macroeconomic concepts and models.

Academic Year 2020-2021: Business Economics - General Option (B.S. Bus)

Term: **Overview**

No Results

2.

Analysis - Microeconomic

Economics students will evaluate how firms and consumers interact in markets, in order to understand why economic decisions have certain outcomes.

Academic Year 2020-2021: Business Economics - General Option (B.S. Bus)

Term: **Overview**

No Results

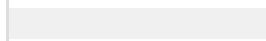

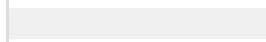
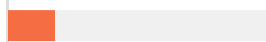
3.

Empirical Inference

Economics students will apply econometric methods to conduct an empirical study about the relationships between various factors.

Academic Year 2020-2021: Business Economics - General Option (B.S. Bus)

Term: **Overview**

Exceeded		0%	0
Met		81.82%	18
Partially Met		0%	0
Not Met		18.18%	4

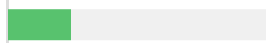

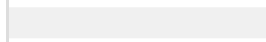
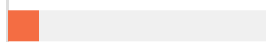
4.

Critical Thinking

Economics students will create a thesis that is logically supported by economic theory and the relevant literature.

Academic Year 2020-2021: **Business Economics - General Option (B.S. Bus)**

Term: **Overview**

Exceeded		24%	6
Met		64%	16
Partially Met		0%	0
Not Met		12%	3

Summary of Student Learning:

over 80% of students have met goals 3 and 4, goals 1 and 2 have not been assessed at this point. These were direct measures, indirect measures have not been collected from feedback from subsequent class instructors voicing adequate economic knowledge displayed by students

Attached Files

There are no attachments.

Summary of Faculty Discussion:

Based on past assessment criteria we have added an experiential class dealing with Economic Impact Statements to the Econ mix of classes, added another section of the ECON490 capstone class due to demand, which has fallen, so we will be going back to one section, and we started to offer ECON272 in the summer on-line.

Attached Files

There are no attachments.

Summary of Changes/Improvements Being Considered:

Those faculty responsible for a degree gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes. New classes have also been developed if the need is reflected in the outcomes data. We have not currently made any adjustments to classes based on the new assessment criteria. Based on past assessment criteria we have added an experiential class dealing with Economic Impact Statements to the Econ mix of classes, added another section of the ECON490 capstone class due to demand, which has fallen, so we will be going back to one section, and we started to offer ECON272 in the summer on-line.

Attached Files

There are no attachments.

Inter-rater Reliability:

Interrater reliability is obtained through qualitative means as not all outcomes/objectives are measured in every class within a given program. Thus, agreement of what a program's outcomes/objectives are is reached by faculty teaching within each program and how it will be measured. Even if the outcome/objective is taught in more than one class, the rigor across multiple classes for a given outcome/objective will vary, as will a student's interest and we are not supposed to be broadcasting a student's evaluation outcomes between classes. Thus, the qualitative means of ensuring we are measuring the same construct is the best we can do.

Closing the Loop:

We have no past assessment data in the current system. However, we have always assessed. Those faculty responsible for a program gather to discuss how well students are doing in achieving specific outcomes. Adjustments to individual classes are made to better achieve desired outcomes. New classes have also been developed if the need is reflected in the outcomes data.

Attached Files

There are no attachments.

Quality Assessment Feedback:

Attached Files

There are no attachments.

Related Items

No connections made

© 2022 Anthology Inc.