# Economic Development (BA)



### **Annual Assessment Plan**



#### 4.1 CORE B - Apply business concepts

Students will apply business concepts, strategies and tactics

# Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

2 Choose one or more Institution outcome that aligns with your Program Learning Outcome.

#### Selected Outcomes:

- o ULO 2 Breadth and Depth of Knowledge
- o ULO 3 Faith Knowledge & Application

# Please Enter The Following Information Below:

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Measures	Targets	Timeline
MRKT 130 Marketing Assessment Quiz	At least 75% of students achieve at least 85% on Marketing Assessment	Every year
Marketing Assessment Questions (Last 10 questions on Final) given in MRKT 130	At least 75% of students achieve at least 85% on Marketing Assessment.	Every year
Business Strategy Simulation	At least 80% of students achieve at least 85% on the business strategy component from the simulation.	Every year

4	<b>Results -</b> Please enter numeric results, indicating the number and percentage of student
	performance meeting the target. Record faculty discussion about the strengths and
	weaknesses in student performance. *Please see the May Development section on the
	Assessment of Student Learning website for suggestions about how to process assessment
	results.

100% of students passed the strategy simulation, and we are happy with that result. No students took the Marketing courses.

Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Seek to continue the results from the strategy simulation and look forward to students taking the Marketing courses in the future.

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

The Marketing professors made changes to the course to make the topics and discussions for students from other business majors.

3 4.2/4.3 CORE - Conduct methodological research

Demonstrate an ability to conduct methodological secondary research into business issues.

# Outcome(s)



Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

ULO 3 - Faith Knowledge & Application

# 3 Please Enter The Following Information Below:

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ACCT 242 (or ACCT 131) Project	At least 75% of students achieve at least 85% project score	Every year
Project in ACCT 242 (or ACCT 131)	At least 75% of students achieve at least a 85% project score	Every year
Bloomberg project in FINA 305	At least 85% of students achieve at least a 85% project score	Every year

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

Students did not take these courses during 2021/2022.

Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Students did not take these courses during 2021/2022.

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Will be able to evaluate as students take this course in the following years.

### 4.2/4.3 ECDV B - Decision-making

Students will use quantitative analysis in business decision-making.

### Outcome(s)

Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

- ULO 3 Faith Knowledge & Application
- Please Enter The Following Information Below:

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Measures	Targets	Timeline
ECON 302: Exam #3	At least 70% of students will answer at least 70% correctly	Every year the course is taught, currently every other year.

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

This class was not offered during 2021/2022.

Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

This class will take place during the Fall of 2022.

**Closing the Loop** - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Students were pushed in the past (Fall 2020) in this assessment and they will be pushed again.

### 5 4.1 CORE A - Foundational content

Students will recall, recognize, and interpret foundational content related to ACBSP accreditation Common Professional Component—disciplinary areas in which all business majors need to be proficient regardless of their major including Marketing, Finance, Accounting, Management, Law, Economics, Ethics, Information Systems, Global, Quantitative and Integrative

### Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

ULO 2 - Breadth and Depth of Knowledge

# Please Enter The Following Information Below:

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Measures	Targets	Timeline
ACCT 141, ACCT 242, BUSA 102, BUSA 120, BUSA 350; BUSA 381; BUSA 459; ECON 120; ECON 220; MRKT 230 ETS Major Field Test	Percentile Targets: Overall 85; Accounting subscale: 85; Economics 80; Quantitative analysis 80; Finance 85; Marketing 90; Legal & Degree 1: 100; social: 90: Information systems: 65; International issues: 80	Every other year

Measures	Targets	Timeline
ETS Major Field Test in BUSA 459	Nine Total Percentile Targets from the ETS Major Field Test: Overall: 85 Eight Subscales: Accounting: 85 Economics: 80 Quantitative analysis 80 Finance 85 Marketing 90 Legal & social: 90 Information systems: 65 International issues: 80	Every other year

- Results Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.
- **Action Plans** If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.
- Closing the Loop If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Continue to push students to level. Would like to recruit more students to major to generate a larger sample.

#### 6 4.2/4.3 ECDV A - Low income nations

Students will demonstrate a depth of knowledge regarding how various economic development activities are being applied in low income nations.

# Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

Choose one or more Institution outcome that aligns with your Program Learning Outcome.

Selected Outcomes:

ULO 3 - Faith Knowledge & Application

# Please Enter The Following Information Below:

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

**Targets** - Percentage of students expected to earn a particular score on the measure.

**Timeline** - The frequency with which the department will analyze and report student performance on the PLO.

Measures	Targets	Timeline
ECON 312: Research paper	85% of papers score at least 3 out of 4 on rubric for depth of knowledge regarding development activities	Every year

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% of economic development major students satisfied the performance target. I am satisfied with this result.

Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Satisfied with the results, so will continue to push for greater depth in the assessment.

Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box below. Please explain what you did to accomplish the action plan this year, re-examine student performance, and determine the success of your action plan.

Continue to highlight patters & differences across countries.

#### 7 4.4/4.5/4.6 - Faith

Articulate how the Christian faith informs one's work life, career, and daily business practices

### Outcome(s)

1 Choose one or more accreditor outcome that aligns with your Program Learning Outcome.

There is no selected outcome.

Choose one or more Institution outcome that aligns with your Program Learning Outcome.

#### Selected Outcomes:

- ULO 4 Specialized Skills and Scholarship
- ULO 5 Self-Awareness
- ULO 6 Social Responsibility

# 3 Please Enter The Following Information Below:

**Measures** - Need to name specific course/ required experience plus exact exam items, assignments, rubric lines, etc. used for the analysis of performance on the PLO.

Targets - Percentage of students expected to earn a particular score on the measure.

Targets	Timeline
	Targets

Measures	Targets	Timeline
Faith integration paper in capstone	85% of sample papers score at least 3 out of 4 on rubric line for self-identity and vocational calling	Every year
Item in senior survey	90% of students will answer the item with a positive response	Every year
Faith integration paper in capstone	85% of sample papers score at least 3 out of 4 on rubric line for Christian ethics and values	Every year
Faith integration paper in capstone (BUSA 459)	85% of sample papers score at least 3 out of 4 on rubric line for self-identity and vocational calling	Every year
Faith integration paper in capstone (BUSA 459)	85% of sample papers score at least 3 out of 4 on rubric line for Christian ethics and values	Every year

Results - Please enter numeric results, indicating the number and percentage of student performance meeting the target. Record faculty discussion about the strengths and weaknesses in student performance. \*Please see the May Development section on the Assessment of Student Learning website for suggestions about how to process assessment results.

100% of these students satisfied the performance target. I am satisfied with this result.

Action Plans - If student performance did not meet the target, identify specific improvement strategies to enact in the upcoming academic year. For example, add instruction on the topic, change an assignment, revise course requirements, revise objectives, identify additional support/resources for students.

Continue to incorporate faith in all that is taught.

6	Closing the Loop - If you entered action plans for the PLO last year, they will appear in the box
	below. Please explain what you did to accomplish the action plan this year, re-examine
	student performance, and determine the success of your action plan.

Grading has resumed.

4 Holistic program improvement goals: Programs are expected to have at least one action plan to improve student learning annually. If you have not yet identified an action plan associated with this year's assessment results, or if the department has identified additional issues that require action plans, describe the specific, measurable action plan and its relation to evidence of student performance.

Continue to further incorporate quantitative analysis across all courses to improve the results of assessed goals regarding quantitative analysis.

### **Assessment Rubric**



#### **Process**

	1	2	3	4
Is the plan being implemented faithfully and revised as needed?	Assessment plan is not implemented.	Most aspects of plan are being implemented or all aspects are implemented to some degree.	Assessment plan is fully implemented.	Plan is faithfully executed and modified/evaluated as needed.

2 Explanations:

The irregularity of course offerings provides challenges to assessment.



## **Engagement**

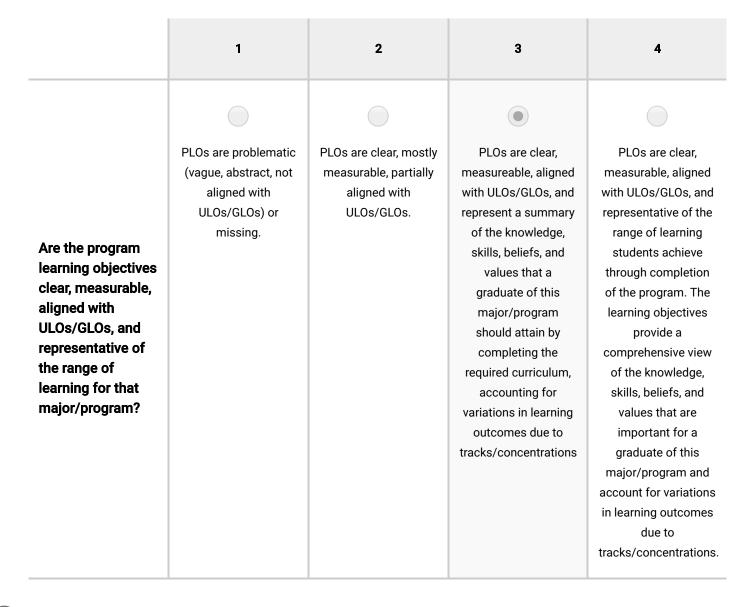
	1	2	3	4
Are all relevant parties are meaningfully involved in the creation/revision, implementation, analysis, interpretation and learning improvement process?	Limited involvement beyond chair/director	All educators contributing to the curriculum are aware of process and results	All educators contributing to the curriculum participate in conversations regarding the use of assessment data to improve student learning	All relevant stakeholders (students, employers, alumni) are meaningfully involved in the creation/revision, implementation, analysis, interpretation, and/or improvement processes associated with this assessment plan.



Educators are passionate about student growth in the assessed areas.

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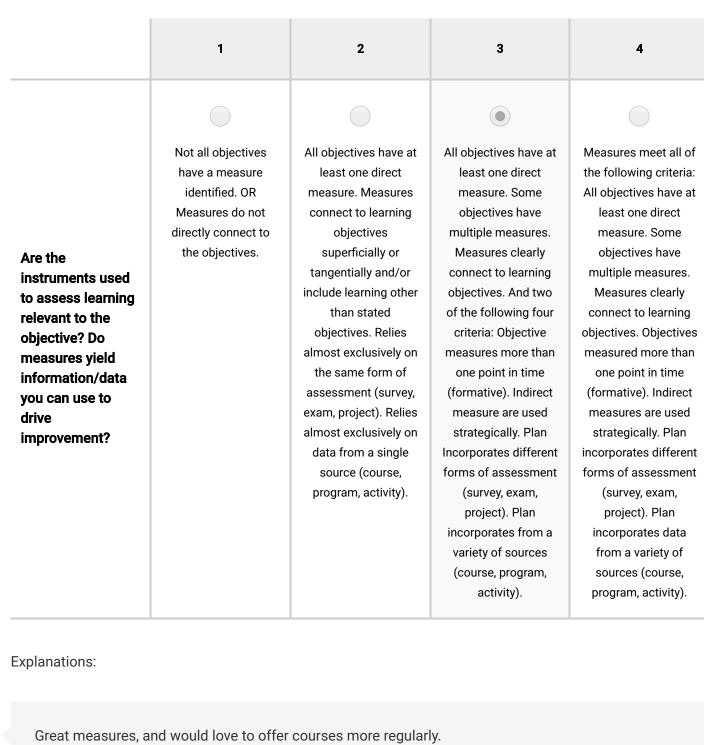
## **Program Learning Objectives**



As a department, we recently reviewed our assessment plan.

Measures

1	2	3	4



**Targets** 

1	2	3	4

	1	2	3	4
Are the targets based on professional standards and/or analysis of past student work? Are targets challenging and achievable?	Some targets are missing.	Targets are arbitrarily chosen or reflect minimal expectations.	Targets are challenging and achievable based on prior student performance, and reflect an appropriate level of performance.	Targets are challenging and achievable. Targets are based on professional standards and/or prior student performance. Targets are set at a level to inspire program improvement.

Yes, the goals are both challenging and achievable.

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### **Timeline**

1	2	3	4

	1	2	3	4
Is the timeline for data collection manageable with sufficient data points to effectively inform decision making and program review?	Not identified clearly for all measures.	Clearly states semester/year for each objective/measure. Data analysis delayed from data collection. Time between collection points may not facilitate informed decision making.	Clearly stated and manageable schedule. At least two data points for each objective per review cycle.	Timeline for data collection is manageable and allows for continuous improvement with timely and meaningful decision making even before program review.

The every other year of some upper level courses proves challenging, but the assessments are solid.

# Action Plan

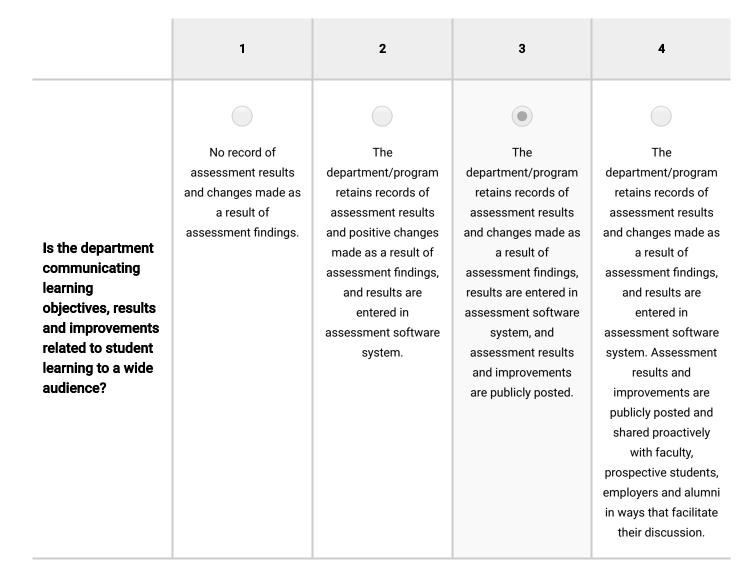
1	2	3	4

Yes, the department recently reviewed/updated our assessments.

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### Dissemination

1	2	3	4



The syllabi communicate these objectives.

### Additional Feedback

Please enter any additional feedback for changes that should be made:

There are no results entered for anything other than faith. in a couple of instances this may be because the timeline is every other year, but that is unclear. You can clarify the timeline by stating which years (odd or even) the objective will be evaluated. In one instance it's supposed to be evaluated every year, but I see no results.

CLOSE AND EXIT