

**Economics and Business Department
MULTI-YEAR ASSESSMENT PLAN**

Program Learning Outcomes	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Means of Assessment, and Benchmarks	Who is in charge?	How the loop will be closed /has been closed?
PLO 1 Core Knowledge- Concept Improvement	X	X					<p>Direct methods:</p> <p>National Economics Exam parts A & B</p> <p>Benchmark:</p> <p>Class average of 70% on the national economics field examination</p>	Edd Noell Enrico Manlapig Martin Asher	<p>Findings:</p> <p>Several concepts, including market equilibrium, monetary functions and monetary policy, and consumer surplus should see improved student performance</p> <p>Closing-the-Loop Actions:</p> <p>Rather than during Senior Seminar, we will administer Exam Form A at the end of the Intermediate Microeconomics course, and Exam Form B at the end of the Intermediate Macroeconomics course</p>
PLO 1 Core Knowledge- Graphical Cues		X	X				<p>Direct methods:</p> <p>National Economics Exam part B</p> <p>Benchmark:</p> <p>Class average of 70% on the national economics field examination</p>	Martin Asher	<p>Findings:</p> <p>Intermediate Macroeconomics results can be improved with additional graphical cues. Questions have not included graphical cues and would likely be better understood with more supplied graphical cues.</p> <p>Closing-the-Loop Actions:</p> <p>We will supply more graphical cues</p>
PLO 1 Core Knowledge- Examination Tool	X						<p>Direct methods:</p> <p>National Economics Exam parts A & B</p> <p>Benchmark:</p> <p>Class average of 70%</p>	Enrico Manlapig Martin Asher	<p>Findings:</p> <p>Specific questions with negative rpi need to be reviewed and either replaced or modified</p> <p>Closing-the-Loop Actions:</p> <p>We will revise and replace one question for Form A and two</p>

							on the national economics field examination		questions for Form B since each question had a negative rpi score.
PLO 2 Research-Diverse Tools		X	X	X			<p>Direct methods:</p> <p>Course work in EB020 (Research and Forecasting), EB115 (Game Theory), and EB193 (Applied Research in Economics and Business)</p> <p>Benchmark:</p> <p>Application of evaluation rubric where 80% of students perform at the Developed or Highly Developed level on all learning outcome activities</p>	Enrico Manlapig	<p>Findings:</p> <p>We recognize the diversity of research methods. As valid modes of inquiry, we should include performing market research and preparing case studies</p> <p>Closing-the-Loop Actions:</p> <p>We will embrace a broader array of valid modes of inquiry and evaluate those modes in our new evaluation rubric</p>
PLO 2 Research-Research Components			X	X	X	X	<p>Direct methods:</p> <p>Course work in EB020 (Research and Forecasting), EB115 (Game Theory), and EB193 (Applied Research in Economics and Business)</p> <p>Benchmark:</p> <p>Application of evaluation rubric where 80% of students perform at the</p>	Enrico Manlapig	<p>Findings:</p> <p>We recognize there are additional components of the research process that we did not assess, including design, analysis, and reflection</p> <p>Closing-the-Loop Actions:</p> <p>Improve the reliability and transparency of the assessment process with a new rubric that is intentionally broad from a disciplinary perspective. Specific dimensions should appropriately reflect the broad research outcomes the department expects for its students.</p>

							Developed or Highly Developed level on all learning outcome activities.		
PLO 3 Communication- Oral Content Delivery			X	X			Direct methods: EB 191 (Entrepreneurship and New Venture Development) team oral presentations Benchmark: Application of delivery of content portion of evaluation rubric where <u>delivery</u> techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Rick Ifland	Findings: The delivery of content for oral communications can be improved Closing-the-Loop Actions: We will adjust focus to include more lectures on the delivery of content We will increase promotion of on campus Writing Center that offers workshops and peer tutoring services
PLO 3 Communication- Oral Language					X		Direct methods: EB 191 (Entrepreneurship and New Venture Development) team oral presentations Benchmark: Application of evaluation rubric where <u>language</u> choices are more imaginative,	Rick Ifland	Findings: Students should have an improved use of language (breadth and depth) for oral presentations Closing-the-Loop Actions: We will adjust focus to include more lectures on the importance of language Professor to give sample oral presentation early in semester Promotion of on campus Writing Center that offers workshops and

							memorable, and compelling to enhance the effectiveness of the presentation.		peer tutoring services
PLO 3 Communication- Written Organization				X	X		Direct methods: EB 140 (Executive Leadership) weekly executive summaries Benchmark: Application of evaluation rubric where student uses better organization, content, presentation, formatting, and stylistic choices wiclarity and fluency, and is virtually error-free	Rick Ifland	Findings: Students should demonstrate improved organization of written presentations Closing-the-Loop Actions: Adjusted focus to include more lectures on the importance of structure in organizing papers Promotion of on campus Writing Center that offers workshops and peer tutoring services
PLO 4 Christian Synthesis- Faith Synthesis					X	X	Direct methods: EB 003 (Principles of Accounting) questionnaire and EB 195 (Senior Seminar) capstone paper Benchmark: Application of evaluation rubric portion that represents an understanding of how faith intersects with the study of economics and business.	Coby Harmon Rick Ifland	Findings: Students should show an improved ability to articulate a clear view of the relationship between faith and economics and business Closing-the-Loop Actions: In EB 195, incorporation of additional reading materials on the synthesis of faith, learning and work In EB 195, produce similar questionnaire to EB 003 to establish benchmark In EB 003, expansion of questionnaire

PLO 4 Christian Synthesis- Evaluation Alignment				X	X	X	Direct methods: Adjustments made to each assignment Benchmark: Application of evaluation rubric where 80% of students perform at the Developed level on all learning outcome activities	Coby Harmon Rick Ifland	Findings: Professors can improve alignment between questionnaire in EB 003 and capstone paper in EB 195 Closing-the-Loop Actions: In EB 195, produce similar questionnaire to EB 003 to establish benchmark In EB 003, expansion of questionnaire
PLO 4 Christian Synthesis- Faith Integration					X	X	Direct methods: Departmental meetings Review of syllabi	All faculty	Findings: Improved clarity of student's intentional integration of faith into every taught course Closing-the-Loop Actions: In all courses, deepen the integration of faith into learning
Key Questions	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Means of inquiry and evaluation	Who is in charge?	Data-guided recommendations
GE Projects	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Means of inquiry and evaluation	Who is in charge?	Data-guided recommendations
Increase Thinking Globally courses	X	X					Review of GE requirements Since our previous assessment, we now	Rick Ifland	Evaluation of course material and submission to committee of some courses to consider to better align department courses with general education goals and requirements

Comments/Reflections: We have spent considerable time revamping our department over the past several years. We are still midstream in so many ways as is evident throughout this report. In spite of our efforts, we have likely made some mistakes along the way. Still, we feel much healthier as a department than we were just a few years ago. The above items reflect our continued desire to improve our department, to better align our efforts to institutional goals and objectives, and to foster a student experience that is deeper and more meaningful to each person, especially an understanding for each student that their gifts and passions come directly from God and therefore can and should be used to understanding the economy and to engage the business world to improve lives and society.

Departmental Program Review Retreats			
Date	Agenda	Decisions made	Participants

1. Adjust the Multi-Year Assessment Plan to your department six-year assessment cycle.
2. Align your program-level assessment with the institutional assessment whenever possible: e.g., if your department has the Critical Thinking outcome among your Program Learning Outcomes, it is recommended to assess this outcome in the 2013-2014 academic year unless your department assessed this particular outcome in 2012-2013. If your department has the outcome aligned with the Quantitative Literacy ILO it should be assessed in the 2016-2017 academic year, etc.