



# WEST VIRGINIA STATE UNIVERSITY

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## Academic Affairs Assessment of Student Learning Report for Academic Year 2024-2025

**Department/Program: Business and Economics/ Economics**

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**1. Which learning outcomes did you measure this past year?** [Please indicate whether any of these measures were conducted as follow-up to a previous year's issues or in response to Program Review. Be specific.]

- PLOS 1, 2, 3, 4 & 5 were assessed as part of consolidating the increase in the number of PLOs from previous years.

The following courses were assessed during the fall 2024 semester.

Course	Title	Program Learning Outcome
ECON 201	Principles of Macroeconomics	1,5
ECON 202	Principles of Microeconomics	1,3,5
ECON 301	Intermediate Macroeconomics	1,2
ECON 304	Intro to Agricultural Economics	1,2
ECON 308	Money and Banking	3,4

In addition to the above PLOs, a Graduate Exit Survey is administered by West Virginia State University. The Exit Survey results and responses are usable measures of graduate satisfaction with the economics major as they are for other majors. The program also implements a survey of opinion for the graduating seniors. A large fraction of graduates in the business program is made up of Business Economics concentration majors.

### Assessment Plan (Spring 2025)

The following courses were assessed during the spring 2024 semester.

PLO	Program Learning Outcome	Where Measured	Assessment Activity
1	Communicate effectively and articulately in written, oral, and electronic form as appropriate for business functions.	ECON 201	- Comprehension - Style
		ECON 202	- Writing assignment - Team work
		ECON 422	- Content
2	Think critically about business issues, theory, and application.	ECON 306	- Critical disposition to solve business problems
		ECON 422	- Review and resolve problem related to agri-economics
3	Use effective human relationship skills to work in the global community and function positively in a team.	ECON 202	- Content - Team dynamics
4	Apply critical thinking skills to identify what information is needed and how to obtain this information through appropriate technology, evaluating the quality and relevance of the sources, and using the information effectively and ethically.	ECON 306	- Critical thinking
		ECON 420	- Data Analysis
5	Evaluate business problems, gather, manipulate, and interpret data, analyze alternatives, decide on most effective solution, implement solution, and monitor results for continuous improvement.	ECON 201	- Quantitative analysis of macroeconomic variables
		ECON 202	- Analyzing the elasticity of demand for optimal level of production of goods or services.
		ECON 420	- Information - Data analysis

#### 2. In which course(s) were assessments conducted?

Econ 201, Econ 202, Econ 301, Econ 308, Econ 304 were assessed in Fall 2024.

Econ 109, 201, 202, 306, 412, and Econ 420 were assessed in Spring 2025.

**3. How did you assess the learning outcomes (s)?** (i.e., tool, e.g., rubric, national norms, item analysis, sampling; and object, e.g., student projects, presentations, exams, etc.) How we assessed it:

The learning outcomes were assessed using elements, and rubrics agreed upon by Business and Economics faculty. Assessments instruments include, writing assignments, in class presentations, team work, and quantitative reasoning and technology applications in solving real life problems.

**4. How many students were included in the assessment(s) of each PLO in a course?**

In general, all students enrolled in a particular course are expected to participate in the assessment of each PLO in that course. Over 60 percent of students enrolled in these classes participated in the assessment process.

**5. How were students selected to participate in the assessment of each outcome** (Helpful details might include – whether this assessment represents all students, a sample of students in a class, or a sample of students across sections)?

In the economics program, we randomly select a high percentage of all students that are enrolled in our classes. This is done to ensure a greater representation of students across the performance board and to give validity to our assessment results.

**6. In general, describe how each assessment tool (measure) was constructed** (i.e. in-house, national, adapted).

The assessment tools are carefully crafted by economics faculty and they include elements and rubrics developed by faculty in the department of Business and Economics. In short, we use in-house assessment tools. Assessment instruments include writing assignment, group work, quantitative reasoning, in class presentation, practical problem solving and technological applications.

**7. Who analyzed results and how were they analyzed?** (Committee, assessment liaison, department faculty, statistical review vs. benchmark, Live Text, etc.)

The results of the assessment were analyzed by Dr. Frew Hailou. As assessment coordinator for the economics program, he receives data from faculty, which he compiles and makes his assessment on the basis of established program learning outcomes. Instructors in economics are required to administer assessment tests and submit data from their respective courses to the assessment coordinator.

**8. Provide a summary of the results/conclusions from the assessment of each measured Program Learning Outcome.**

Report scores for this assessment as well as students' strengths and weaknesses relative to this learning outcome.

The results and findings for the spring 2025 are summarized as follows:

- In assessing for effective oral and written communication (PLO 1), we found that 75 percent of students scored higher than the proficient in level in information gathering, while 68.7 percent of them fared about the proficiency level in stylistic writing. Econ 201 (Dr. Hailou) In Econ 202, on the other hand, 76.6 percent of students did well in the area of information gathering in microeconomics, a slight improvement from the preceding year. Students in Econ 422 all scored high on mechanics, content, style, and technology, which are decidedly relevant in effective writing in agricultural finance. (Dr. Bandara)
- In the area of critical thinking in the applications of theory to business (PLO 2), students are asked to connect textbook knowledge to real life business problems. Results from this assessment show that 78 percent of them did well above the proficient level. ECON 306 (Dr. Hailou). In Econ 422, critical thinking seems to hold well as students performed well in conclusion development. (Dr. Bandara)
- In the area of effective human relationship (PLO3), a team work assignment was given to students. Students enjoyed exchanging opinions with 77.7 percent scoring higher in dynamic building. They showed this dynamism through effective communications about fellow team members and fellow class mates. Econ 202 (Dr. Hailou).
- In the area of identifying the required information in dealing with economic issues (PLO4), we continue to maintain above the proficiency level by scoring 71.4 percent and well poised for continuous improvement – Econ 306 (Dr. Hailou). In Econ 422, all students did well in information gathering. Econ 422 (Dr. Bandara).
- In the area of evaluating economic problems, gather, manipulate and interpret data, analyze alternatives in quantitative analysis (PLO5), we assessed students' performance in the areas of data analysis, and conclusion development, with 68 percent, and 78 percent respectively. Econ 201 (Dr. Hailou) In Econ 202, where 71 percent of students scored better than the proficiency level in data analysis performance. (Dr. Hailou). The results are decidedly better where 75 percent are achieved in data analysis. (Dr. Hailou)

**9. What are next steps? (e.g., will you measure this same learning outcome again? Will you change some feature of the classroom experience and measure its impact? Will you try a new tool? Are you satisfied?)**

Based on spring 2025 assessment results, Dr. Hailou recommends that

- Instructors continue to further refine the testing and reporting methods.
- Maintain the timing of assessment to reflect sequential delivery of content.
- Continue to focus in those areas of weakness in student performance.

**10. Please attach an example of the assessment tool used to measure your PLO(s).** These can be added as an appendix, a link to the assessment, or sent separately in email with your report.

### Data Analysis and Decision Making Project

Problem:

The following file contains student enrollment and tuition cost data for a university in a Midwestern State. You are hired as consultant to advise the University president on tuition rates per semester that will bring in the maximum revenue for the institution.

Using the concept of elasticity as a tool in economic analysis and decision making, you are to recommend to the president the level of tuition that will raise maximum revenue to the university and the number of students expected to enroll.

Students are expected to work using excel file and submit their recommendation via attachment file.

See Attached Data