

**Academic Affairs Assessment of Student Learning**

**Report for Academic Year 2020-2021**

**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 2020 semester.

|  |  |  |
| --- | --- | --- |
| Course | Title | Program Learning Outcome |
| ECON 201 | Principles of Macroeconomics | 1, 2,4,5 |
| ECON 202 | Principles of Microeconomics | 1,3, 5 |
| ECON 301 | Intermediate Macroeconomics | 1,2,4, 5 |
| ECON 308 | Money and Banking | 1,4 |

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. The large fractions of graduates in the program are Business Economics concentration majors.

**Assessment Plan (Spring 2021)**

The following courses were assessed during the spring 2020 semester.

|  |  |  |  |
| --- | --- | --- | --- |
| Number | 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 | * Writing assignment
* Team work
 |
| ECON 202 | * Writing assignment
* Team work
 |
| ECON 302 | * Writing assignment
* Team work
 |
| 2 | Think critically about business issues, theory, and application. | ECON 302 | * Critical disposition to solve business problems
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| 3 | Use effective human relationship skills to work in the global community and function positively in a team. | ECON 201 | * Content
* Team dynamics
 |
| ECON 302 | * 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 302 | * Information
* Critical thinking
 |
| 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 302 | * Information
* Data analysis
 |

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

Econ 201, Econ 202, Econ 301, and Econ 308, were assessed in Fall 2020.

Econ 201, 202, 302 and Econ 410 were assessed in Spring 2021.

**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.

**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, all students are included in the assessment scheme that correspond to the assessment instrument chosen for a given course. Instead, our assessment involves all students that are enrolled for a given course.

**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 the department of Business and Economics, and as such we used 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. F. 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 2021 are summarized as follows:

* In assessing for effective oral and written communication (PLO 1), we found that 70 percent of students score higher than the proficient in level in mechanics, while they did better in information gathering with 80 percent. Although there is a relative improvement, the lack of technological skills is evident with only 70 percent of them scoring higher than the proficiency level. Econ 202 (Dr. Hailou).
* In the area of effective human relationship (PLO3), team work assignment was given to students. Students enjoyed exchanging opinions with 71 percent scoring higher in content development and information in Econ 302 (Dr Wilson), while roughly 90 percent of them doing well in team dynamics Econ 201 (Dr. Hailou).
* In the area of applying critical thinking to identify what information is needed (PLO4), there has been much improvement where all participants score extremely well in information gathering, critical thinking and data analysis – Econ 302 – (Dr. Wilson)
* 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 information, data analysis with 80 percent, and 70 percent respectively. Econ 201 (Dr. Hailou).
* At the upper level in Econ 302 course, a little over 71 percent in information, comprehension and conclusion development, while almost all students had done well once the appropriate data were gathered.

**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 2021 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