Academic Affairs Assessment of Student Learning
Report for Academic Year 2018-2019

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 2018 semester.

Course	Title	Program Learning Outcome
ECON 201	Principles of Macroeconomics	1, 5
ECON 202	Principles of Microeconomics	1,5
ECON 301	Intermediate Macroeconomics	1,5
ECON 308	Money and Banking	1,4
ECON 420	Senior Seminar	1,5

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 some sort of survey of opinion for the graduating seniors. The large fractions of graduates in the program are Business Economics concentration majors.

Assessment Plan (Spring 2019)

The following courses were assessed during the spring 2019 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
		ECON 306	- Class Presentation - Writing Assignment
		ECON 420	- Writing Assignment - Class Presentation
2	Think critically about business issues, theory, and application.	ECON 202	- Finding the right theoretical tools in solving business and economic problems. - Team Work
3	Use effective human relationship skills to work in the global community and function positively in a team.	ECON 202	- Team Work
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 202	- Apply critical thinking to identify and obtain relevant information for decision making - Use appropriate technology to organize data in an efficient manner.
4	Applying critical thinking skills	ECON 109	- Written Assignment
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	- Manipulate and interpret data for business and economic solutions
		ECON 202	- Analyzing the elasticity of demand for optimal level of production of goods or services.
		ECON 302	- Quantitative analysis for business solutions

		ECON 420	- Quantitative analysis for business solutions.

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

Econ 201, Econ 202, Econ 301, Econ 308, Econ 420 were assessed in fall 2018.

Econ 201, Econ 202, Econ 302, Econ 306, Econ 420 were assessed in spring 2019.

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. We do not take a sample or a group of students for assessment. 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 are analyzed by Dr. F. Hailou. As assessment coordinator for the economics program, he receives data from faculty teaching economics courses. He then compiles the data 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 2019 are summarized as follows:

- In the areas of effective communication in writing (PLO1), 84.3% of students scored higher than the established proficiency level while 81.2% of them did score higher for content and 71.8% did the same in technological use. For upper level econ classes (Econ 306, a strong improvement is noticed with 77.8% and 88.9% for technology and content respectively. This is quite a jump as we move from students enrolled in lower level to upper level economic classes. For graduating seniors enrolled in Econ 420, all students scored well above established guidelines. Econ 201, Econ 306, Econ 420 (Dr. Hailou). For the same category of PLO, Dr. Wilson reports that 87.5% of students did above proficiency in the mechanics of effective communication while 90.2% and 93.7 percent of them scored above the threshold in both content and technology respectively. Econ 201 (Dr. Wilson)

- In the area of critical thinking and practical applications of theories (PLO2), 75% of students scored higher than the proficiency level. This involves careful gathering and analysis of information. Econ 202 (Dr. Hailou)

- In the area of effective communication (PLO3), team work assignment was given to students. They were very enthusiastic and this is reflected in 90.6% score recorded for team dynamics. Econ 202 (Dr. Hailou)

- In the area of applying critical thinking to identify what information is needed (PLO4), 77.8% of students fared better than the proficiency level. Critical thinking was key element of assessment in student writing. Econ 306 (Dr. Hailou)

- In the area of quantitative analysis and problem solving (PLO5), information handling as well comprehension elements scored highest with 93.7% of students surpassing the threshold. Data analysis and conclusion development were handled well with 84.3% and 81.2 of students doing well in those respective categories. For upper level students, quantitative analysis results were also high with 77.8% of students reaching the established proficiency level for both information handling and data analysis respectively. In senior seminar class, the results were decidedly high for in all categories of quantitative analysis. Econ 202, Econ 306 (Dr. Hailou). In Econ 202, 84.3% performed above the proficiency level in conclusion development, while 90.6% did well in information handling. Students achieved above proficiency with 81.2% and 87.5% of them achieving the goal in data analysis and comprehension respectively. In Econ 302, 75% of students have met the required result in both conclusion development and information handling. In the area comprehension as well as data analysis, an impressive 87.5 of students scored above proficiency level. Econ 202, Econ 302 (Dr. Wilson)

- In Econ 420, students scored above the threshold in conclusion development, information, data analysis and comprehension. Econ 420 (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 2018 assessment results, Dr. Hailou recommends that
- Instructors continue refining 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.

<div align="center">Data Analysis and Decision Making Project</div>

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.

<div align="center">See Attached Data</div>