

## Program of Study Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Program of Study	Business Administration
Department	Department of Business and Technologies
Date of Departmental Approval	October 2021
Name of Submitter	Faculty of Business and Technologies

**Best Recent Example of Responding to a Challenge (aka “closing the loop”)**

**Identify and describe the ONE best example of responding to a challenge in one program learning outcome from any program in your department within the past few years**

Econ 202 Principles of Macroeconomics is a course in the General Education Menu of Understanding Persons in Society.

From 2016-2021, the “What’s Envisioned” statement for the Understanding Persons menu was this:

What’s envisioned: A course that focuses on a conceptual understanding of the nature of persons. Whereas other components of the general education curriculum emphasize cultural, societal, and institutional levels of analysis, this component endeavors to analyze human nature as a discrete subject. Courses appropriate for this component would be those that explore the nature of the mind, human development, and human behavior from the vantage point of various philosophical, scientific, or theological approaches. A course in this component should help students develop a better understanding of what it means to be human.

Several SLOs for General Education were identified for the Understanding Persons in Society menu. In the initial evaluation, courses in this menu focused on attainment in SLO-B. Instructors in courses in this menu had noticed poor analytical and writing skills by some students in the course.

**B. Students will think critically and creatively.** For example, students will gather and assess the relevance of information, demonstrate the ability to use key methods of inquiry to gain understanding of content (scientific method, qualitative, quantitative), be able to integrate Christian faith with disciplinary knowledge, and develop multiple approaches to problems.

Each course in the Understanding Persons menu identified a pre-and post-test question which was used to demonstrate increases in attainment of the SLO during the course.

Instructions to the student: Please do your best to craft a short response (150-200 words) to the following prompt:

Think about the discipline of economics and what you know so far in the course. Explain at least two ways in which economics could be used to evaluate the success of a government program, such as the establishment of a minimum wage law or incentives to improve the environment. Focus on the application of economic concepts, not the programs themselves.

Pre and post tests were evaluated based on the following rubric:

<b>SLOs (below)</b>	<u><b>Exceeds Expectations</b></u>  (90-100% of the allotted points in the category)	<u><b>Meets Expectations</b></u>  (81-89% of the allotted points in the category)	<u><b>Needs Improvement</b></u>  (70-80% of the allotted points in the category)	<u><b>Inadequate</b></u>  (less than 70% of the allotted points in the category)
<b>B. Students will think critically and creatively. For example, students will gather and assess the relevance of information, demonstrate the ability to use key methods of inquiry to gain understanding of content (scientific method, qualitative, quantitative), be able to integrate Christian faith with disciplinary knowledge, and develop multiple approaches to problems.</b>	The student describes <u>two or more ways that Economics might be used to evaluate the success of a program.</u> The description is generally <u>clear</u> and the <u>application of theory, methods, and/or principles of practice is/are appropriate.</u>	The student describes <u>one way that Economics might be used to evaluate the success of a program.</u> The description is generally <u>clear</u> and the <u>application of theory, methods, and/or principles of practice is/are appropriate.</u>	The student describes <u>one way that Economics might be used to investigate the problem.</u> The description is <u>not clear</u> and the <u>application of theory, methods, and/or principles of practice may not be a good fit for the stated problem.</u>	The student provides a <u>partial description of one way that Economics might be used to investigate the problem.</u> There may be a <u>lack of clarity and/or the application of theory, methods, and/or principles of practice may not be a good fit for the stated problem.</u>

The findings of the pre and post test indicated substantial improvement in the scores of the students in their abilities to critically evaluate policy implemented by the government and articulate it well. Initial benchmark scores of 70% of students in the Meet or Exceeds expectations categories were met.

The faculty response to challenges in this area were met by intentional lessons on crafting good responses to policy questions to adequately respond to a prompt requiring good writing skills and basic analysis capabilities.