

Student Learning Outcomes Assessment
Academic Year: 2016-2017
Department: Business and Economics

Program	Objective Assessed	Direct Measure	Direct Measure Results	Indirect Measure	Indirect Measure Results	Proposed Action Items for Assessment Tool	Proposed Action Items for Program	Action Items Implemented This Year	Objective to be Assessed Next Year
BSBA	Students will demonstrate proficiency in critical thinking and decision making skills	Capsim's Capstone Team Assignment – overall percentile rank ¹ . The target is 70% of students will meet the objective.	Learning objective not met for Spring 2017 semester as only 39.53% of students met the threshold.	NA	NA	The assessment tool will continue in use for at least two more assessment periods to evaluate trends in student performance. The department will also discuss and development indirect measures for this objective.	The department faculty needs to discuss/analyze these results, how critical thinking and decision-making is developed across the curriculum and identify areas for improvement.	This is the first use of the assessment measure.	Yes
	Students will demonstrate proficiency in critical thinking and decision making skills	CompXM Balanced Scorecard Score – percentage score ² . The target is 70% of students will meet the objective.	Learning objective not met for Spring 2017 semester as only 60.47% of students met the threshold.	NA	NA	The assessment tool will continue in use for at least two more assessment periods to evaluate trends in student performance. The department will also discuss and development indirect measures for this objective.	The department faculty needs to discuss /analyze these results, how critical thinking and decision-making is developed across the curriculum and identify areas for improvement.	This is the first use of the assessment measure.	Yes
	Students will demonstrate proficiency in critical thinking and	CompXM Critical Thinking and Decision Making Board	Learning objective not met for Spring 2017 semester as	NA	NA	The assessment tool will continue in use for at least two more assessment periods to evaluate trends in	The department faculty needs to discuss /analyze these results, how critical thinking and	This is the first use of the assessment measure.	Yes

	decision making skills	Queries – percentage score ³ . The target is 70% of students will meet the objective.	only 30.24% of students met the threshold.			student performance. The department will also discuss and development indirect measures for this objective.	decision-making is developed across the curriculum and identify areas for improvement.		
BS - Economics	LO1.a 66% of students will demonstrate understanding of fundamental micro-economic concepts	Multiple Choice questions utilized in ECON 220 final exam	76.12% of students meet or exceed the expectations of the LO.	NA	NA	The assessment tool will continue in use for at least two more assessment periods to evaluate trends in student performance. The department will also discuss and development indirect measures for this objective.	Results could be improved with additional emphasis on Supply and Demand, Elasticity, and Externalities. Additionally faculty teaching 220 should discuss successful and unsuccessful approaches to teaching core concepts.	This is the first use of the assessment measure.	
	LO1.b 66% of students will demonstrate understanding of fundamental macro-economic concepts	Multiple Choice questions utilized in ECON 225 final exam	58.82% of students meet or exceed the expectations of the LO	NA	NA	The assessment tool will continue in use for at least two more assessment periods to evaluate trends in student performance. The department will also discuss and development indirect measures for this objective.	Make more emphasis on the topics of “Multiplier/Business Cycle” and “Fiscal / Monetary Policy / AD-AS”, through class activities, class exercises, discussions and homework assignments.	This is the first use of the assessment measure.	
	LO2. 70% of students will effectively communicate economic ideas in writing	Term paper assigned in Econ 420	66% of students meet or exceed the expectations of the LO.	NA	NA	The assessment tool will continue in use for at least two more assessment periods to evaluate trends in student performance.	Greater emphasis should be placed on writing. Lab and homework assignments should be graded on writing quality as well as content.	This is the first use of the assessment measure.	

	LO3.a 70% of students will demonstrate an understanding of core micro-economic theories	Problem sets, Essay/Problem solving	This LO was not assessed this semester.	NA	NA	The assessment tool will continue in use for at least two more assessment periods to evaluate trends in student performance. The department will also discuss and development indirect measures for this objective.	This LO was not assessed this semester.	This is the first use of the assessment measure.	
	LO3.b 70% of students will demonstrate an understanding of core macro-economic theories	Problem sets, Essay/Problem solving	94.44% of students met or exceeded the expectations for this learning objective.	NA	NA	The assessment tool will continue in use for at least two more assessment periods to evaluate trends in student performance. The department will also discuss and development indirect measures for this objective.	Faculty will encourage all students to turn in the assessment in future classes.	This is the first use of the assessment measure.	
	LO4. 70% of students will evaluate an economic problem using quantitative methods	Term paper assigned in Econ 420	50% of students met or exceeded expectations	NA	NA	The assessment tool will continue in use for at least two more assessment periods to evaluate trends in student performance. The department will also discuss and development indirect measures for this objective.	Students will be encouraged to start working on their project earlier in the semester to ensure all students get the data necessary. Additionally, course organization will be changed to emphasize the underlying intuition behind quantitative methods to aid understanding.	This is the first use of the assessment measure.	
	LO5. 70% of students will display critical and analytical	Term paper assigned in Econ 420	66% of student met or exceeded expectation	NA	NA	The assessment tool will continue in use for at least two more assessment periods	The department /faculty needs to discuss /analyze these results, and	This is the first use of the assessment measure.	

	thinking skills by applying economic models to real world and hypothetical situations					to evaluate trends in student performance. The department will also discuss and development indirect measures for this objective.	how critical and analytical thinking skills are developed across the curriculum and identify areas for improvement.		
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¹ Capsim's Capstone team assignment provides the ability to compare student teams' results to students (or student teams) at other universities through each team's balanced scorecard percentile rank at the end of the simulation. Thus, the learning objective was assessed by dividing students into the following categories: 3 = 80th percentile and above; 2 = 50th to 80th percentile; 1 = Below the 50th percentile; 0 = Did not complete.

² The CompXM Balanced Scorecard Score provides the means to evaluate student's scores to student scores at other universities. Accordingly, Capsim provides a percentage score for each Edinboro student that divides each EU student's score by the highest score earned for this item across students across all universities. Thus, the learning objective was assessed by dividing students in the following categories: 3 = 90% and above; 2 = 90% to 70%; 1 = Below 70%; 0 = Did not complete.

³ The CompXM Critical Thinking and Decision-making Board Queries provide the means to evaluate student's scores to student scores at other universities. Accordingly, Capsim provides a percentage score for each Edinboro student that divides each EU student's score by the highest score earned for this item across students across all universities. Thus, the learning objective was assessed by dividing students in the following categories: 3 = 90% and above; 2 = 90% to 70%; 1 = Below 70%; 0 = Did not complete