



## Program Assessment Report (PAR)

**Business Economics (BECO) Baccalaureate Degree**

**REPORT PREPARED by: Beauchamp, Andrew**

**ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022**

### **I. PROGRAM LEARNING OUTCOMES**

1. Students will use economic models in domestic and global contexts to analyze individual decision making, how prices and quantities are determined in product and factor markets, and macroeconomic outcomes 2. Students will analyze the performance and functioning of government, markets and institutions in the context of social, economic and ecological problems. 3. Students will use critical thinking skills to examine different microeconomic models, evaluating their assumptions, implications and applications 4. Students will identify salient developments in the world economy, in both present-day and historical contexts. 5. Demonstrate use of mathematical and statistical skills to be able to analyze economic problems and to make use of those skills in their future careers.

### **II. PROCEDURES USED FOR ASSESSMENT**

#### **A. Direct Assessment**

We used indirect measures listed below.

#### **B. Scoring of Student Work**

We used an indirect survey measure for these responses. This included our attempt to recruit all graduated students in the recent past.

#### **C. Indirect Assessment**

This year we continued our indirect measure of student achievement via an online Qualtrics survey which asks students to rate their learning on the five program learning objectives. Responses were recorded on a five point scale.

### III. ASSESSMENT RESULTS/INFORMATION:

#### 1. Economics graduating student survey.

Summary Overall the data revealed specific areas in which students would like to see program level changes, which is quite helpful. Our consistent finding across all years surveyed was that students believed they learned the most with regard to learning objective three and the least with regard to learning object five. For all learning outcomes we split the sample among those graduating in the past three academic years and those who graduated before that to ensure that past performance wasn't driving the conclusions. As we move forward administering this survey for each graduating cohort, we'll gain more real-time information. Analysis These data are separated from the BA (in prior years I mistakenly included the two programs' analysis in the same report). The total sample size was 31 response (15 from last three years, 16 from earlier years). Learning outcomes 1 and 3 showed declines in the more recent student experiences. Undergraduate '20-'22 '17-'19 LO 1 0.733 0.813 LO 2 0.667 0.625 LO 3 0.867 1.000 LO 4 0.600 0.625 LO 5 0.667 0.500 Importantly we note that none of the gaps in the Table 1 are statistically significant, with the exception of Learning Outcome 3 which revealed a significant drop against a one-sided null hypothesis. These data dovetail with student reported experiences via teaching evaluation and in direct communication with the chair regarding the intermediate microeconomics course being less than satisfactory over the recent three-year window. We cannot interpret differences in other outcomes as a meaningful trend but rather it does appear we have work to do in improving our performance in a number of relevant courses, as well as in developing and offering new courses designed to better prepare students for data analysis.

[Analysis]

### IV. ACTIONS TO IMPROVE STUDENT LEARNING

We plan to discuss this just completed survey at our first faculty meeting of the next calendar year. Major topics to discuss are differences between master's and undergraduate responses, the need for more data analysis courses and how we can improve our core courses and elective offerings to better align with student needs. Major changes have already been put in place to address the significant drop in student experiences regarding learning outcome 3. These include:  
-assigning the key intermediate micro course to a highly capable instructor.  
-recruiting new adjuncts to improve course quality in lower-level sections, building skills necessary for our majors to improve their experiences in upper level courses. -piloting a hybrid version of Econometrics to improve student

learning. We have done much more work in the past on continuous improvement to our 1000 and 2000 level courses (which are in the WSU and RSCOB core), in part due to AACSB requirements. Going forward our curriculum committees will meet more regularly to discuss similar feedback and improvement with departmental programs.

## **V. SUPPORTING DOCUMENTS**

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.