

2017-2018 Assessment Cycle MCOBA_Economics BSBA

Mission (due 12/4/17)

University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

College / VP and Program / Department Mission

Mission of College or VP-area

Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."

Mission: The B. I. Moody III College of Business Administration is a vibrant learning community in a culturally rich region. We foster intellectual curiosity, creativity, and innovation to produce a seasoned gumbo of successful professionals, scholars, and global citizens.

Vision: The vision of the B. I. Moody III College of Business Administration is to be recognized as a leader in developing ethically responsible professionals and scholars who positively impact our Acadiana region, Louisiana, and the global community.

Values:

Community: We establish and maintain meaningful relationships to create value for our university and stakeholders.

Discovery: We foster intellectual curiosity, creativity, and innovation.

Excellence: We are committed to teaching, research, and service with quality and distinction.

Integrity: We demonstrate ethical, socially responsible, and professional behavior.

Relevance: We provide relevant curricula in an ever changing business environment.

Respect: We promote mutual understanding and collegiality that embraces diverse perspectives.

Mission of Program / Department

Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."

The mission of the Economics degree program is to provide quality undergraduate educational curricula that prepare our students for career in economics and related fields within both the private and public sectors of the economy. Our program, which primarily serves students of the Acadiana region, attempts to foster in these students the basic skills and understanding necessary to compete effectively in a broad range of organizations and industries, as well as prepare them for success in a variety of graduate and professional school curricula

Attachment (optional)

Upload any documents which support the program / department assessment process.

Assessment Plan (due 12/4/17)

Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

Assessment List

Goal/Objective	ECONOMICS 202 - 70% of students will achieve 70% correct or better.(Imported)								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
Standards/Outcomes									
Assessment Measures	<table border="1"> <thead> <tr> <th>Assessment Measure</th> <th>Criterion</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>Direct - Pre/Post Test</td> <td>Economics 202 -A multiple choice quiz will be given to the students to determine knowledge retention and topic understanding.</td> <td>Assessment_Quiz_ECON_202.docx</td> </tr> </tbody> </table>			Assessment Measure	Criterion	Attachments	Direct - Pre/Post Test	Economics 202 -A multiple choice quiz will be given to the students to determine knowledge retention and topic understanding.	Assessment_Quiz_ECON_202.docx
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	Direct - Pre/Post Test	Economics 202 -A multiple choice quiz will be given to the students to determine knowledge retention and topic understanding.	Assessment_Quiz_ECON_202.docx						

Goal/Objective	ECONOMICS 201 - Students will be able to follow directions, correctly identify source material and write an informative essay on a topic of current interest.(Imported)								
Legends	SLO - Student Learning Outcome/Objective (academic units);								
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Goal/Objective	Economics 415 - 60% of the students will score 70% or better		
Legends	SLO - Student Learning Outcome/Objective (academic units);		
Standards/Outcomes			

Assessment Measures			
	Assessment Measure	Criterion	Attachments
	Direct - Pre/Post Test	See Attached File	Economics_415_Course_Embedded_Assessment_for_the_Fall_2017.docx

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

1. The strategies that will be used are in-classroom discussion, in-office meetings and web conferencing to ensure that students understand the material and feel comfortable with the topics and applications.
2. The department expects to be able to better determine the extent of student knowledge retention and their ability to apply the concepts learned. It will help determine the learning objectives of the course, the textbook used, and the learning platforms that are best for students ability to learn.
3. The quiz/essay that is currently in use is constantly being assessed as to its relevance to the text material, current real world situations and whether or not students take the assessment process seriously. If the quiz used in previous cycles is no longer relevant, then a new quiz or assessment method will be chosen with the approval of the economics faculty and Department Head.
4. Once it is determine those areas of weakness within the content learning sphere, the course content will be enhanced to better address that weakness.
5. There are two meetings each semester to discuss past outcomes and expectations for future outcomes. This process will be continued.

Results & Improvements (due 9/15/18)

Results and Improvement Narratives

Assessment List Findings for the Assessment Measure level for ECONOMICS 202 - 70% of students will achieve 70% correct or better.(Imported)

Goal/Objective	ECONOMICS 202 - 70% of students will achieve 70% correct or better.(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units);
Standards/Outcomes	

Assessment Measures				
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	Direct - Pre/Post Test	Economics 202 -A multiple choice quiz will be given to the students to determine knowledge retention and topic understanding.		
Assessment Findings				
	Assessment Measure	Criterion	Summary	Attachments of the Assessments
	Direct - Pre/Post Test	Has the criterion Economics 202 -A multiple choice quiz will be given to the students to determine knowledge retention and topic understanding. been met yet? Met	Eighty students were quizzed. Sixty-five students passed the quiz with a 70% or better.	- Assessment Process: Continuous monitoring: Faculty will continue to review and evaluate ongoing assessment methods and results.

Assessment List Findings for the Assessment Measure level for ECONOMICS 201 - Students will be able to follow directions, correctly identify source material and write an informative essay on a topic of current interest.(Imported)

Goal/Objective	ECONOMICS 201 - Students will be able to follow directions, correctly identify source material and write an informative essay on a topic of current interest.(Imported)			
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Assessment Findings				
	Assessment Measure	Criterion	Summary	Attachments of the
				Improvement Narratives

				Assessments	
	Direct - Written Assignment	Has the criterion Students will be given specific instructions to evaluate a current economic concept, provide source information to support their argument (whether for or against) and develop a resolution for this topic. been met yet? Met	Forty-five students were assigned an essay. Thirty-eight students were able to follow directions, write a paper with a thoughtful conclusion and provide citations as required.		- Assessment Process: Continuous monitoring: Faculty will continue to review and evaluate ongoing assessment methods and results

Assessment List Findings for the Assessment Measure level for Economics 415 - 60% of the students will score 70% or better

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Reflection (Due 9/15/18)

Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

1) How were assessment results shared in the program / department?

Please select all that apply. If "other", please use the text box to elaborate.

Distributed via email (selected)

Presented formally at staff / department / committee meetings (selected)

Discussed informally

Other (explain in text box below)

2) How frequently were assessment results shared?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle)

Once per cycle (selected)

Results were not shared this cycle

3) With whom were assessment results shared?

Please select all that apply.

Department Head (selected)

Dean / Asst. or Assoc. Dean

Departmental assessment committee

Other faculty / staff (selected)

4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.

Students are fully engaged and are knowledgeable about the course objectives.

5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide

examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.

Students are becoming more participatory within class and more students are passing, thus showing their improved knowledge of the material.

Attachments (optional)

Upload any documents which support the program / department assessment process.