

## **CRAIG SCHOOL OF BUSINESS ANNUAL ASSESSMENT REPORT FOR 2014-2015**

The Craig School of Business (CSB) has three degree programs: the BS in Business Administration (BSBA), the MBA, and the BA-Economics. Within the BSBA program there are several options, but the CSB grants only one undergraduate business degree and conducts ongoing assessment of undergraduate learning outcomes for all options. Similarly, the School grants only one graduate degree although it operates two programs that grant an MBA (the traditional program and the Executive MBA program) and conducts ongoing assessment of graduate learning outcomes for each program. The report for the BA-Economics is submitted as a separate document.

### **BS in Business Administration (BSBA)**

The Craig School's Assessment Team, in consultation with faculty, spent the 2014-2015 academic year reviewing and revising its undergraduate assessment plan. While the learning outcomes and measurements are similar to the prior one, there are some significant modifications to our SOAP. The revised plan is attached to this report, and this report utilizes the outcomes and measures for the revised plan rather than the prior SOAP which is still posted at the University site. Our revised plan will be posted at the University site as part of our assessment activities this fall semester.

#### **1. What learning outcomes did you assess this year?**

- a. *Integrated Knowledge* -- Demonstrate comprehension of all functional areas of business.
- b. *Technology Usage* -- Demonstrate the ability to make data informed judgments utilizing spreadsheets and other analytical tools and technology.
- c. *Teamwork* -- Demonstrate the ability to work effectively with other people through effective teamwork practices and to contribute substantively to a group product.
- d. *Global Awareness* -- Demonstrate awareness of global business environments and cultural diversity in addressing business problems.
- e. *Ethical Awareness* -- Apply often conflicting ethical theories to manage their behavior in business situations.
- f. *Professional Development* -- Demonstrate professional career development as a result of at least one applied experience in business.
- g. *Critical Thinking* -- Utilize critical thinking to analyze a professional written work for validity of the arguments or to solve a problem.
- h. *Oral Communication* -- Prepare and deliver a coherent, professional oral presentation on a business issue.
- i. *Written Communication* -- Demonstrate the ability to write a clear, concise, well-organized and properly framed analysis of a business issue.
- j. *Quantitative Reasoning* -- Demonstrate the ability to reason quantitatively.

## 2. What instruments did you use to assess them?

- a. Exit exam for integrated knowledge of business, global and ethical awareness
- b. School rubrics/checklists for technology usage, oral and written communication, and quantitative reasoning
- c. Assessment center activity for integrated knowledge of business, teamwork, critical thinking, oral and written communication, and ethical awareness
- d. Pre/post tests for global awareness
- e. University rubric for critical thinking as part of University signature assignment
- f. Checklists from service learning experience for professional development
- g. Pre/post surveys from study abroad students
- h. Intern and supervisor evaluations (including mid-semester checks and exit interviews)

## 3. What did you discover from these data?

- a. During the spring semester, the school created an exit exam consisting of five fundamental questions from each of ten functional areas. The exams were administered at the end of the semester in the capstone business courses for the various options which are taken in the students' last semester. Five versions of the exam were administered with each version consisting of ten questions—five each from two functional areas. So, a given student was only tested on two areas, but by randomly distributing the versions, all ten functional areas were assessed. There were over 50 students for each version. The results are depicted below. As shown, the scores were less than stellar. With a benchmark of at least 60%, only three areas achieved a goal of at least 70% of the students achieving the benchmark: Management, Global, and Marketing.

Area	Mean%	%>=60%
Management	64%	83%
Global	72%	93%
Economics	56%	58%
Ethics	50%	51%
Marketing	82%	95%
Finance	48%	44%
Accounting	48%	43%
Business Law	42%	32%
Information Systems	58%	63%
Decision Sciences	42%	31%

- b. Results from our school-wide rubrics/checklists follow. The technology rubric examines five categories and utilizes a three point scale where 1=does not meet

expectations, 2=meets or marginally exceeds expectations, and 3=clearly exceeds expectations. The results are depicted below. With the exception of the category for interpretation at 24.2%, the percentage of students not meeting expectations (score=1) are quite low (<10%). With a total mean score of 70.9%, the results exceed the goal by 5.3 percentage points that at least 70% of the students meet or exceed a benchmark of 60%. Still, additional efforts clearly need to be devoted to the interpretation category.

Results from Technology Rubric (2014-2015)

	Identify	Translate	Info Eval	Apply	Interpret		%Total	n
Mean	2.32	2.19	2.19	2.15	1.96		70.9%	182
Count=1	8	8	11	16	44		137	Count>=60%
Percent=1	6.9%	6.9%	6.0%	8.8%	24.2%		75.3%	%>=60%

Students in the core management class (MGT 110) were required to complete a presentation assignment which built on the results identified in the Assessment Center Activity from prior semesters (see Assessment Center portion of report). More specifically, students were required to record a video of themselves giving a presentation regarding how they were going to improve, and or build upon, the assessment center results identified in their feedback. These presentations were approximately four minutes in length and needed to be recorded and then uploaded as private YouTube videos. Once the videos were recorded, the students needed to send the link to their MGT 110 lab instructor. These videos were then scored as part of their class grade in the areas of organization, language usage, presentation skills, and technology usage. During Spring, 2015, 222 scores were available and these scores were tabulated by two raters. The format is performed using a behavioral checklist which encourages a high degree of consistency. Scores across the two instructors did not vary meaningfully across any of the four dimensions. The results of this assessment can be seen below.

**Presentation Video Results for the Undergraduate Program**

Skill	Overall Percentage	Percentage of Students Exceeding 60%	Percentage of Students Exceeding 70%	Percentage of Students Exceeding 80%	Percentage of Students Exceeding 90%
Organization	76.4	86.0	64.0	38.7	17.6
Language Usage	91.5	96.4	95.5	71.1	68.0
Presentation Skills	85.9	90.5	71.1	75.7	50.9
Technology Usage	87.6	91.9	68.0	64.4	55.9

While this is the first year of the presentation video assessment, it would appear that the organization of presentations is the area which requires that most focus in the future. In general, the other presentation components had a large majority of students who exhibited the assessed skills at generally desirable rates. Overall percentages well exceeded the goal of at least 70% of our students scoring 60% or greater. Of course, there is still work to do regarding the students who are not exhibiting even a benchmark 60% achievement rate in these areas and seeing higher percentage of students in the 70-90% ranges will be desirable in the future.

As for written communication, the school conducted a different assessment this past spring semester. Five writing samples of a common assignment were collected from each section of our upper division writing course (BA 105W). Each was scored over the summer using a newly developed writing checklist (see end of report for this checklist) by a faculty volunteer and a business professional volunteer. There were 108 samples, six faculty volunteers, and ten business professionals. The following results depict that all areas except Professionalism fell just short of a goal of at least 70% of the students scoring a benchmark of 60% or greater in each category, with the Content area the weakest.

Area	Content	Organization	Mechanics	Professionalism
%>60%	64%	66%	69%	70%

The overall totals from the writing sample follow. At 69%, the full sample nearly met the goal of at least 70% of the students scoring a benchmark of 60% or greater. Nearly half of the students and accordingly half the sample in the BA 105W classes were not business majors. When the sample was partitioned into business majors versus nonbusiness majors, the mean score for business majors was slightly higher with their overall results just over the 70% goal. Note also that faculty generally scored the sample much more harshly than the business professionals. This observation warrants further investigation in the future.

	Mean%	%>=60%
Full Sample	67%	69%
Business Major	67%	71%
Non-Business Major	67%	66%
Faculty	57%	52%
Business Professional	74%	81%

Results from the quantitative analysis rubric are depicted below. Benchmark scores for the categories are greater than 2 on the 4 point scale and 60% or

greater in total. Over 70% of the students are meeting the category benchmarks (i.e. % $\leq 2$  is less than 30%), but we would hope to improve on this percentage. And, for the total percent, the 83.2% meeting the 60% benchmark is well above the 70% goal. The verbal interpretation category continues to need the most attention, and this is consistent with the Interpretation category for the Information Technology Rubric.

Quantitative Rubric Results (2014-2015)

	Algebraic	Graphic	Numeric	Verbal		%Total	n
Mean	3.14	3.15	3.08	2.87		76.4%	1006
Count $\leq 2$	229	188	249	293		837	Count $\geq 60\%$
% $\leq 2$	22.8%	18.7%	24.8%	29.1%		83.2%	% $\geq 60\%$

- c. Students in the core management class participated in 2012-2013 for the first time in an assessment center activity. We have now been able to baseline scores for students across six separate terms (totaling 1,765 students). The activity is approximately a three hour session where participants are required to write memos, give an impromptu presentation, and participate in group meetings. The activity is video-taped and evaluated by trained, independent raters not affiliated with the university and can be compared to a comparison group of approximately 10,000 participants. The activity is similar to, but not identical to, that which has been done in the MBA program for a number of years.

Results are summarized below. Scores were generally lower than the referent group with the exception of teamwork and ethics, as well as leadership this past spring. In summary, the main findings were that on average teamwork and ethics were good, and there has been an improvement in communication compared to the first two semesters of data collection. However, decision-making, writing, and planning and organizing were relatively low. The students did pretty well in group settings (the two group meetings), but did relatively poorly on their individual tasks - the speech and their written memos (the in-basket).

**Assessment Center Results for the Undergraduate Program\***

Skill	MGT 110 FA 2012 N = 293	MGT 110 SP 2013 N = 327	MGT 110 FA 2013 N = 284	MGT 110 SP 2014 N = 271	MGT 110 FA 2014 N = 274	MGT 110 SP 2015 N = 316
Leadership	37.3	46.8	50.3	39.3	41.9	52.8
Decision-Making	26.7	36.1	32.9	19.9	24.8	30.3
Planning and Organizing	35.1	30.8	30.1	30.6	34.5	38.5
Communication	22.3	13.7	42.1	42.9	34.0	39.5
Teamwork	69.9	46.5	55.3	50.7	60.4	55.7
Ethics	55.3	56.7	56.1	50.8	51.4	54.2
Writing	29.7	29.6	36.8	36.4	29.7	34.5

\*Note: All values in table are percentiles. These percentiles are against a normative database of overall 10,000 university students.

- d. To evaluate student knowledge on matters of global and cultural awareness, a pretest/posttest was conducted in MKTG 100S, the core marketing class required of all majors. In all cases, there was dramatic improvement in posttest results compared to pretest results. The results for Fall, 2014 were similar to that for the previous spring with pretest and posttest means of 52% and 68%, respectively. Only 36% of the students on the pretest met the benchmark of 60%, but 75% met this benchmark for the posttest surpassing a goal to have at least 70% meet the benchmark. The Spring, 2015 results saw a dramatic improvement with respective pre- and post-test means of 65% and 77% and with 76% and 93% of respective scores meeting the benchmark.
  
- e. An upper division management class with 23 students participated in a university coordinated critical thinking signature assignment in the spring semester. Students submitted a critical thinking analysis of a reading assignment, and these were scored using the university rubric. The proportion of students demonstrating proficiency in the respective categories were 78% in assessing the problem, question or issue; 61% in analyzing supporting points and data or evidence; and 30% in indicating the soundness of argument or identifying major flaws in the argument. Only the Assess category met a goal of at least 70% proficiency. Even though these results are preliminary for a small sample, they provide an indication that there's work to be done.

- f. All students in MKTG 100S, the core marketing course for all business majors, participate in a service learning activity. A checklist was developed this past spring semester to assess the impact of this activity on student professional development. A copy of this checklist is provided at the end of this report as part of the revised SOAP. A sample of three reports from each of nine sections of the course provided a sample of 27 reports to which the checklist was applied by a member of the school's assessment team. There were three categories assessed: (1) the degree of marketing related experiences, (2) the quality of the professional experience, and (3) the enhancement or utilization of professional business skills. The mean scores for these respective categories were 74%, 82%, and 82%. The overall mean score was 77%. These scores generally reflect a positive professional experience. However, results are preliminary since this was the first such usage of the checklist, and the school will reexamine the process this current year and determine appropriate benchmarks.
- g. Pre and post surveys for students participating in the summer abroad program provide indirect measurements for student skills and professional development. 135 undergraduate students spent two weeks in Barcelona, Spain as part of the school's summer study abroad courses in 2014. Results from the survey which utilizes a six point scale are shown below. Student perceptions of all skill levels increased for the post-test, and not surprisingly, the largest increases were for intercultural skills and global knowledge. These two skills are rated the lowest by students prior to the experience and show dramatic improvement. These results are similar to those from previous summers.

<b>Skill Areas:</b>	<b>Before Completing the Study Abroad</b>	<b>After Completing the Study Abroad</b>	<b>% Increase</b>
Verbal communication	4.37	4.88	12%
Written communication	4.45	4.68	5%
Ethical judgment	4.64	5.10	10%
Interpersonal skills	4.48	4.98	11%
Motivation/Initiative	4.62	5.15	11%
Work ethic	4.90	5.18	6%
Team work skills	4.65	5.12	10%
Analytical/Quantitative	4.64	4.91	6%
Flexibility/Adaptability	4.59	5.28	15%
Computer skills	4.61	4.77	3%
Intercultural skills	4.10	5.06	23%
Global knowledge	3.77	5.00	32%

- h. For the school's internship program, skills assessments by interns and their employers are assessed both at the beginning and end of their internship.

Historically, all skills show improvement at the end of the internship. However, while these assessments were collected for approximately 250 internships during 2014-2015, transition in the program delayed analysis of the results. Further, a report is filed by each intern on their experience, and the school developed a checklist this past year to measure the impact on professional development of the experience. Both the skills assessments and reports will be analyzed this coming year.

**4. What changes did you make as a result of the findings?**

- a. Based upon findings from prior assessments, a significant revision to the entire assessment process was undertaken this past year. See the revised SOAP at the conclusion of this report.
- b. To better assess discipline specific knowledge, an exit exam was developed and administered for the first time in the capstone courses for the various options. Since late spring was the first implementation, there was not opportunity for changes in 2014-2015. An item analysis of the exam questions and improvement of the instrument will be performed this coming year.
- c. Based upon the oral presentation results from the Assessment Center activity, a video presentation assignment was implemented in the core management class (MGR 110) and scored using a behavioral checklist developed to improve consistency in scoring.
- d. Assessment findings related to written communications consistently suggest room for improvement. As a result, a common assignment was implemented in BA 105W, our upper division writing course. A sample of these assignments were collected in the spring semester and scored over the summer by volunteers, consisting of both faculty and business professionals.
- e. To continue efforts toward improvement in quantitative reasoning, a complete set of practice quizzes were added to the already extensive set of support materials for students in DS 71, the quantitative analysis course. The materials include graphic overviews and learning outcomes linked with YouTube videos.
- f. Previous assessments of the internship experience signaled skills improvement but did not necessarily focus on the advancement of professional development as a high impact practice. So, an assessment tool was developed to determine the impact of the internship experience. This tool will be utilized to examine the impact of internships this last year as well as in years to come.
- g. The core Marketing 100S course implemented an assignment for global knowledge and cultural awareness. Assessment via pre- and post-tests continued.

**5. What assessment activities will you be conducting in the 2015-16 academic year?**

The school will conduct essentially the same activities as it did in 2014-2015. Exit exam activities will include an item analysis and revision to the exam. Internship assessment activities will include skills analysis and professional development



checklists for both 2014-15 and 2015-16 internships. The revised SOAP will be posted on the University website.

**6. What progress have you made on items from your last program review action plan?**

- a. *Strategic Planning & Maintenance of Accreditation* – AACSB accreditation was extended for another five years in Spring, 2013. The strategic plan will be reviewed in 2015-16.
- b. *Outcomes Assessment* – A functional Assessment Task Force continues and the SOAP was reviewed and revised this past year.
- c. *Program/Functional Assessments* – Each area provides an annual report each year complete with accomplishments and goals for the next year.
- d. *Faculty Qualifications* – Clearly defined expectations for qualifications and the maintenance of these qualifications have been in place for multiple years now. Monitoring and reporting of these qualifications is an integral part of the school's ongoing operations.
- e. *Guidelines for Technology-Mediated Instruction* – Guidelines established at the university level are followed related to online instruction.
- f. *Faculty Recruitment* – Three faculty were hired during 2014-2015 and searches are underway for eight more searches this year.
- g. *Faculty Development* – Significant policies, procedures, and resources for faculty development are an integral part of the school's operations.
- h. *Promoting the Craig School of Business* – Limited promotion, including press releases, were made, but this is an area for which improvement could be made.
- i. *Community & Professional Relations* – The school remains very active in such relations with a great deal of activity through the University Business Center. There is a need, however, for completing the search for a Development Director.
- j. *Outreach* – Sources for scholarships have increased in the last few years.

**Master of Business Administration (MBA)**

**1. What learning outcomes did you assess this year?**

- a. Decision Making
- b. Business knowledge
- c. Written communication skills
- d. Oral communication skills
- e. Ethical Behavior
- f. Leadership skills

**2. What instruments did you use to assess them?**

- a. Pre/post surveys from study abroad students
- b. Project rubric for decision making and business knowledge

- c. Graduate programs assessment center for leadership, oral communication, written communication, and decision making

**3. What did you discover from these data?**

- a. Pre and post surveys for students participating in the summer abroad program provide indirect measurements for student skills and professional development. 24 graduate students spent two weeks abroad in Dijon, France and Brussels, Belgium as part of the school’s summer study abroad courses in 2014. Results from the survey which uses a six-point scale are shown below. Student perceptions of all skill levels increased for the post-test, and not surprisingly, the most dramatic increases were for intercultural skills and global knowledge. These results are similar to those from previous summers and to those for undergraduate students. While these measures do not map as closely to the graduate learning outcomes as they do for the undergraduate ones, they still provide supporting indirect evidence for the graduate program.

**Skills Assessment**

<b>Skill Areas:</b>	<b>Before Completing the Study Abroad</b>	<b>After Completing the Study Abroad</b>	<b>% Increase</b>
Verbal communication	4.39	4.76	8%
Written communication	4.65	4.91	5%
Ethical judgment	4.65	4.91	5%
Interpersonal skills	4.83	5.10	6%
Motivation/Initiative	4.61	5.00	8%
Work ethic	4.78	4.91	3%
Team work skills	4.78	5.33	12%
Analytical/Quantitative	4.61	5.00	8%
Flexibility/Adaptability	4.65	5.33	15%
Computer skills	4.87	5.19	7%
Intercultural skills	4.35	5.29	22%
Global knowledge	4.13	5.10	23%

- b. Results from the project rubric for MBAs follow. The rubric is the same as that for the undergraduates with 1=not meeting expectations, 2=meeting expectations, and 3=exceeding expectations. However, expectations are elevated at the graduate level, and results confirm that these elevated expectations are generally being met. All 66 MBA projects were rated as meeting or exceeding expectations for all categories assessed (i.e., counts <=1 were zero), and 91% of the projects met the targeted threshold of a total score of 75% or greater.

2014-2015 N=66	Integration of Business Knowledge	Critical Thinking	Use of Technology	Quantitative Analysis	Oral Presentation	Written Report		Percent Score
Means	2.82	2.78	2.48	2.46	2.77	2.48		88%
Count <= 1	0	0	0	0	0	0	%>=75%	91%

- c. Students in the MBA Program (both the traditional MBA program and the MBA program for Executives) participate in a 2.5 hour assessment center referred to as “Sun Now Solar”. In this assessment center, they are director-level members of a small solar company located in southern California. In this assessment, they are required to write memos, give a 3 minute impromptu presentation, and participate in three group meetings (to pick a job candidate, brainstorm customer service ideas, and to evaluate a merger offer from a competing company). These activities are videotaped and all videos are evaluated by paid, external raters who are not associated with the university in any way. All video and data are handled by Pelican Leadership Consulting of Geneva, IL. This is done to provide objective, external ratings of the assessed skills (i.e., leadership, decision-making, planning and organizing, communication, teamwork, and writing skills). Pretests are conducted in MBA 210 (one of the first classes most students take) and the posttests are conducted in MBA 279 (the capstone course which is taken at the end of the program and which will be assessed again in 2015-2016).

In 2014-2015, the assessment center activity was conducted in summer and spring for the MBA 210 class in the EMBA program. For comparison of results, prior results from this course for both the traditional and EMBA program are reported.

The Summer, 2014 scores in the second table show gains in communication and teamwork, and writing was at an acceptable level. However, the scores for leadership, decision-making, and organizational skills remain low like most of the other semester observations. With an increased focus on soft skills, the Spring, 2015 results indicate significant gains in leadership, decision-making, and organizational skills, and both teamwork and writing exceeded expectations. Communication fell back to the lower levels observed for most semesters. A disconcerting result for all recent terms is the decline in scores for Ethics compared to the earlier years, and this certainly deserved further scrutiny.

#### Assessment Center Results for the Traditional MBA Program\*

Skill	MBA Pretest Fall 2009 N = 28	MBA Pretest Spring 2010 N = 24	MBA Pretest Fall 2010 N = 32	MBA Pretest Fall 2011 N = 23	MBA Pretest Spring 2012 N = 27	MBA Pretest Fall 2012 N = 23	MBA Pretest Fall 2013 N = 33	MBA Pretest Spring 2014 N = 25
Leadership	-0.17 (0.89)	0.41 (1.09)	0.16 (0.89)	-0.06 (0.94)	-0.05 (0.88)	- 0.65(.61)	-0.53 (0.93)	.08 (1.11)

Decision-Making	0.03 (0.71)	0.26 (0.94)	-0.09 (0.93)	0.00 (1.17)	-0.41 (0.87)	-0.36 (0.92)	-0.15 (1.05)	-0.80 (1.39)
Planning/Organizing	0.21 (0.95)	-0.03 (0.58)	0.86 (0.87)	-0.11 (0.61)	0.15 (0.79)	-0.32 (0.66)	0.13 (0.65)	-0.97 (1.84)
Communication	-0.25 (1.19)	-0.14 (0.66)	-0.14 (1.05)	-0.28 (1.63)	-0.51 (1.51)	-0.42 (0.86)	-0.36 (1.10)	-1.19 (2.08)
Teamwork	-0.09 (1.04)	0.39 (0.81)	-0.07 (0.93)	0.50 (1.17)	0.37 (1.00)	0.63 (0.96)	0.80 (1.05)	0.45 (1.32)
Ethics	76.8 (20.88)	58.96 (2.05)	75.4 (19.4)	47.3 (26.4)	38.4 (24.6)	40.3 (23.6)	49.3 (32.6)	49.5 (32.8)
Writing	62.3 (26.27)	44.3 (27.7)	57.7 (21.4)	58.5 (29.9)	57.9 (27.5)	45.7 (20.5)	40.5 (25.2)	51.7 (35.8)

\*Note: All values in table are Z scores with the exception of the writing and ethics scores which are percentiles.

### Assessment Center Results for the EMBA Program\*

Skill	EMBA Pretest FA 2009 N = 31	EMBA Pretest FA 2010 N = 31	EMBA Pretest SU 2011 N = 34	EMBA Pretest SU 2012 N = 34	EMBA Pretest SU 2013 N = 38	EMBA Pretest FA 2013 N = 31	EMBA Pretest SU 2014 N = 27	EMBA Pretest SP 2015 N = 31
Leadership	-0.32 (0.93)	-0.19 (1.02)	-0.05 (0.80)	-0.57 (0.61)	-0.21 (0.85)	-0.25 (1.16)	-0.20 (1.15)	0.26 (1.11)
Decision-Making	- 0.16(0.90)	-0.18 (0.83)	-0.06 (0.63)	-0.68 (0.75)	-0.45 (0.81)	-0.36 (0.90)	-0.08 (1.04)	0.29 (0.78)
Planning/Organizing	-0.40 (1.19)	0.36 (0.86)	0.05 (0.93)	-0.06 (0.72)	-0.14 (0.70)	-0.11 (1.02)	-0.02 (1.06)	0.25 (0.62)
Communication	- 0.15(0.71)	-0.11 (0.75)	0.70 (1.08)	-0.20 (0.77)	-0.21 (0.71)	-0.25 (1.56)	0.21 (0.65)	-0.13 (0.88)
Teamwork	-0.46 (0.72)	-0.12 (0.89)	0.53 (0.99)	0.21 (1.02)	0.65 (0.91)	0.61 (1.09)	0.73 (0.92)	0.57 (0.66)
Ethics	75.5 (21.2)	70.9 (17.2)	75.4 (17.4)	46.5 (30.5)	37.0 (28.2)	47.5 (30.5)	48.3 (32.9)	38.4 (29.9)
Writing	55.1 (28.9)	54.0 (27.7)	52.9 (26.9)	47.2 (25.3)	48.0 (23.2)	43.0 (28.0)	50.8 (27.4)	63.5 (31.4)

\*Note: All values in table are Z scores with the exception of the writing and ethics scores which are percentiles.

**4. What changes did you make as a result of the findings?**

- a. Based upon results from the Assessment Center activity, select courses increased emphasis to focus on soft skills such as leadership and decision-making. The Spring, 2014 results provide an indication that this emphasis may be having an impact. The activity for the capstone course this coming year should provide some additional evidence.
- b. The Bootcamp for the EMBA program consists of five modules for prerequisite areas to be covered prior to the graduate level curriculum. All five modules had traditionally been given at the start of the program. However, the timing of two of these—statistics and global business—was modified to be presented later in the program just prior to the most relevant course for which the prerequisite material is needed.
- c. The development of courses for the blended online program was expanded and an emphasis on continued improvement of the courses remains a priority for the program.
- d. A course on international business for improvement in the international aspect of business knowledge was offered as part of this past summer's study abroad program. Approximately thirty students participated.

**5. What assessment activities will you be conducting in the 2015-16 academic year?**

The school will conduct essentially the same activities as it did in 2014-2015. The Assessment Center activity will be conducted as a post-test in MBA 279, the capstone MBA class.

**6. What progress have you made on items from your last program review action plan?**

- a. *Curriculum Review* – The Graduate Committee for the school has been evaluating the curriculum and considering revisions. An emphasis is being placed on more integration across the different courses in the curriculum.
- b. *Graduate Office Reorganization* – An assistant manager with a responsibility to coordinate the blended online program was added with a designated faculty receiving release time for these duties.
- c. *Assessment* – A revised SOAP was incorporated in 2013-2014 and continued this past year.
- d. *Facilities* -- Architectural drawings were developed for a renovation and expansion to an existing space in the University Business Center to create two more executive style classrooms. Approximate \$0.5 million of the projected \$2 million cost has been raised, and a campaign for the remainder is underway.
- e. *Development of a stronger student and alumni network* – An MBA Team developed a plan for increased alumni involvement, and efforts are underway to implement some of the features of this plan.

**Craig School of Business**  
**Undergraduate Student Outcomes Assessment Plan (SOAP)**  
**BS in Business Administration (BA)**  
**January, 2015**

*Craig School of Business Undergraduate BA Goals*

**CSB Specific Goals** – CSB BA Graduates will:

- CSB 1: Have discipline specific knowledge
- CSB 2: Make judgments utilizing business decision support and productivity tools
- CSB 3: Work effectively with others
- CSB 4: Demonstrate an understanding and appreciation for global, cultural & ethical values
- CSB 5: Demonstrate professional development with an applied experience in business

**WASC Core Competencies** – CSB BA Graduates will meet core competencies in the areas of:

- WASC 1: Critical Thinking
- WASC 2: Oral Communication
- WASC 3: Written Communication
- WASC 4: Quantitative Reasoning
- WASC 5: Information Literacy

*Undergraduate BA Goals, Student Learning Outcomes, & Measurements*

**CSB Specific Goals** – CSB BA Graduates will:

- CSB 1: Have discipline specific knowledge
  - Learning Outcome (KN):* Demonstrate comprehension of all functional areas of business (e.g., accounting, finance, marketing, organizational behavior, human resources, legal and social issues, information systems, etc.).
  - Measurement:* Exit Exam
  
- CSB 2: Make judgments utilizing business decision support and productivity tools
  - Learning Outcome (IT):* Demonstrate the ability to make data informed judgments utilizing spreadsheets and other analytical tools and technology.
  - Measurements:* Technology Rubric, Project Rubric
  
- CSB 3: Work effectively with others
  - Learning Outcome (TM):* Demonstrate ability to work effectively with other people through effective teamwork practices and to contribute substantively to a group product.
  - Measurements:* Assessment Center, Project Rubric

CSB 4: Demonstrate an understanding and appreciation for global, cultural & ethical values

*Learning Outcome (GL):* Demonstrate awareness of global business environments and cultural diversity in addressing business problems.

*Measurement:* Multicultural/International Pretest/Posttest

*Learning Outcome (ET):* Apply often conflicting ethical theories to manage their behavior in business situations.

*Measurements:* Assessment Center; Exit Exam

CSB 5: Demonstrate professional development with an applied experience in business

*Learning Outcome (XP):* Demonstrate professional career development as a result of at least one applied experience in business.

*Measurements:* Employer/Intern Evaluations; Study Abroad Survey; Service Learning Reflection; Resume with leadership/student organization experience

**WASC Core Competencies – CSB BA Graduates will meet core competencies in the areas of:**

WASC 1: Critical Thinking

*Learning Outcome (CT):* Utilize critical thinking to analyze a professional written work for validity of the arguments or to solve a problem.

*Measurements:* University coordinated assignment; Assessment Center; Project Rubric

WASC 2: Oral Communication

*Learning Outcome (OR):* Prepare and deliver a coherent, professional oral presentation on a business issue.

*Measurements:* Assessment Center; Oral Presentation Rubric (or checklist)

WASC 3: Written Communication

*Learning Outcome (WR):* Demonstrate the ability to write a clear, concise, well-organized and properly framed analysis of a business issue.

*Measurements:* Assessment Center; Writing Rubric (or checklist)

WASC 4: Quantitative Reasoning

*Learning Outcome (QR):* Demonstrate the ability to reason quantitatively.

*Measurement:* Quantitative Reasoning Rubric; University coordinated assignment

WASC 5: Information Literacy

*Learning Outcome (LT):* To be defined

*Measurements:* University coordinated assignment

## *Expanded Learning Outcomes and Measurements*

**CSB Specific Goals** – CSB BA Graduates will:

CSB 1: Have discipline specific knowledge

*Learning Outcome (KN):* Demonstrate comprehension of all functional areas of business.

Functional areas (and related courses):

Accounting (Acct 4A & 4B)

Economics (Econ 40 & 50)

Business Law (BA 18)

Decisions Sciences (DS 71, 73, & 123)

Finance (FIN 120)

Information Systems (IS 52 & 130)

Management (MGT 110 & 124)

Marketing (MKTG 100S)

Ethics (Various courses)

*Measurement:* Exit Exam from a set of questions for each functional area prepared by faculty coordinating and teaching the courses. For a given semester, select five questions from each area. Give students taking the senior survey 10 questions (five from two areas) varying the areas that respective students receive so all areas are covered with a set of sample responses.

CSB 2: Make judgments utilizing business decision support and productivity tools

*Learning Outcome (IT):* Demonstrate the ability to make data informed judgments utilizing spreadsheets and other analytical tools and technology.

*Measurements:* Technology Rubric, Project Rubric

*(Needs further development—Consider adding a problem solving learning outcome—perhaps a case to examine problem solving as well as IT usage.)*

CSB 3: Work effectively with others

*Learning Outcome (TM):* Demonstrate ability to work effectively with other people through effective teamwork practices and to contribute substantively to a group product.

*TM1:* Member contributes to team meetings

*TM2:* Facilitates the contributions of other team members/fosters team climate

*TM3:* Completes individually assigned tasks in timely and quality manor

*TM4:* Responds to conflict – identifies, acknowledges, addresses, resolves team conflict.

*Measurements:* Assessment Center, Project Rubric

CSB 4: Demonstrate an understanding and appreciation for global, cultural & ethical values

*Learning Outcome (GL):* Demonstrate awareness of global business environments and cultural diversity in addressing business problems.

*Measurement:* Multicultural/International Pretest/Posttest



*Learning Outcome (ET):* Apply often conflicting ethical theories to manage their behavior in business situations.

*ET1: Clearly Identifies Ethical Issue*

*ET2: Identifies different ethical theories* (e.g., utilitarian, natural law, virtue) or ethical concepts (e.g. rights, justice, duty).

*ET3: Discusses personal ethical self-awareness* by self-reflection of personal core beliefs and the origins of how they arrived at them (family, religion, environment, culture, training.)

*ET4: Analysis of Ethical Issues using each identified ethical theory/concept and personal awareness* and the *consequences/outcomes* to themselves, the people it effects, and the business unit.

*Measurements:* Assessment Center; Exit Exam

**CSB 5: Demonstrate professional development with an applied experience in business**

*Learning Outcome (XP):* Demonstrate professional career development as a result of at least one applied experience in business.

*Measurements:* Employer/Intern Evaluations; Study Abroad Survey; Service Learning Reflection; Resume with leadership/student organization experience

**WASC Core Competencies – CSB BA Graduates will meet core competencies in the areas of:**

**WASC 1: Critical Thinking**

*Learning Outcome (CT):* Utilize critical thinking to analyze a professional written work for validity of the arguments or to solve a problem.

*CT1: Assess the problem/question/issue – What major claim/argument is the author making?*

*CT2: Analyze the supporting points/data/evidence – Has the author provided evidence that is relevant and that if correct would be sufficient to demonstrate the claim/argument is true.*

*CT3: Evaluate the strengths/weaknesses of argument and supporting points/data/evidence.*

*Measurements:* University coordinated assignment; Assessment Center; Project Rubric

**WASC 2: Oral Communication**

*Learning Outcome (OR):* Prepare and deliver a coherent, professional oral presentation on a business issue.

*OR1: Identify Central Message:* main point, “take away”, compelling, memorable

*OR2: Organization/Logical topic progression:* introduction clarity of main point, progression of argument/ideas to end conclusion/results.

*OR3: Delivery Techniques/Mannerisms:* Speaker appears polished/confident (body posture/gesture (head movement, audience eye contact, hand motions, voice (volume, clarity, “uh”, “like”.)

*OR4: Visual Display:* charts, graphs, data, technology use, dress, background, lighting, grooming.

*Measurements:* Assessment Center; Oral Presentation Rubric (or checklist)

WASC 3: Written Communication

*Learning Outcome (WR):* Demonstrate the ability to write a clear, concise, well-organized and properly framed analysis of a business issue.

*WR1: Identify Central Message:* main point, “take away”, compelling, memorable

*WR2: Organization/Logical topic progression:* introduction clarity of main point, progression of argument/ideas to end conclusion/results.

*WR3: Structure:* paragraphs, sentences, grammar, spelling.

*Measurements:* Assessment Center; Writing Rubric (or checklist)

WASC 4: Quantitative Reasoning

*Learning Outcome (QR):* Demonstrate the ability to reason quantitatively.

*Measurement:* Quantitative Reasoning Rubric; University coordinated assignment

WASC 5: Information Literacy

*Learning Outcome (LT):* To be defined

*Measurements:* University coordinated assignment

***Spring 2015 Activities/Considerations***

CSB1 (KN): Work with various areas to gather at least five exit exam questions. Coordinate administration of exit exam with senior survey.

CSB2 (IT): Coordinate with IS 130 instructors for submissions of IT Rubric.

CSB3 (TM): Assessment Center activity in MGT 110. Consider inclusion of a teamwork component to the Project Rubric.

CSB4 (GL): Global pretest/posttest in MKTG 100S

CSB4 (ET): Ethics component in Assessment Center in MGT 110. Ethics questions as part of Exit Exam administered with senior survey.

CSB5 (XP): Intern/Employer Pre & Post Evaluations; Coordinate with MKTG 100S for sample of reflection papers for Service Learning to be assessed in the summer.

WASC1 (CT): Participate in university coordinated activity. Be sure to get results from the CSB samples.

WASC2 (OR): Coordinate with MGT 110 for sample of oral presentations to be assessed in the summer.

WASC3 (WR): Coordinate with BA 105W instructors for sample of written assignments to be assessed in the summer and for possible revision to the writing rubric to transition to more of a checklist.

WASC4 (QR): Coordinate with DS instructors for collection of Quantitative Rubric.

WASC5 (LT): Nothing yet; Wait for university coordinated efforts.

Other: (1) Investigate transitioning to student e-portfolios for collections of samples for various assessment measurements. (2) Plan for implementation of summer assessment by various “volunteer” raters and gather set of “volunteers.” (3) Consider which rubrics to keep as is or which ones to transition to checklists. (4) Discuss inclusion of expanded learning outcomes (e.g., TM1 through TM4) as to their appropriateness and whether assessments for them are being captured with current activities and measures and how best to capture them.

### *Summer 2015 Activities/Considerations*

1. Compile and analyze results from exit exam.
2. Coordinate assessment efforts by “volunteer” raters; compile and analyze results. These include ratings for oral presentations, writing samples, service learning reflection papers.
3. Compile and analyze results from rubrics submitted for spring semester and for the global pretest/posttest.
4. Receive report on results from Assessment Center activity and analyze results. Consider posttest activity for 2015-2016.
5. Collect and analyze feedback on summer study abroad.
6. Consider “loop closings”/follow-up for various elements assessed.
7. Plan for 2015-2016 assessment efforts, considering modifications for areas needing improvement and possible transition to ePortfolios.
8. Prepare Assessment Report of reporting to the Provost.

## **Writing Assessment Checklist**

Written Communication

*Learning Outcome (WR):* Demonstrate the ability to write a clear, concise, well-organized response to a business situation.

**Answer Yes or No to each learning outcome:**

### **Content:**

The message achieves the writer's purpose.

The main point of the message is clear.

The message contains relevant supporting information.

### **Organization:**

Each paragraph expresses a single point.

Paragraphs are arranged in logical order.

Sentences within paragraphs are arranged in logical order.

### **Mechanics:**

Most sentences express a complete thought.

The message contains no more than 1 spelling error.

The message contains no more than 1 grammar error.

The message contains no more than 1 punctuation error.

### **Professionalism:**

Appearance of message makes a good impression

Word choice is appropriate for audience

## CSB Applied Experience: MKTG100S Service Learning Assessment Checklist

*Learning Outcome (XP): Demonstrate professional career development as a result of at least one applied experience in business*

**The Student ...**

Completed two or more tasks related to Marketing. (If yes, award 2 points)	
Completed only one task related to Marketing. (If yes, award 1 point)	
Made 3 or more observations about Marketing in/during the Service Learning experience. (If yes, award 2 points)	
Made 1 to 2 observations about Marketing in/during the Service Learning experience. (If yes, award 1 point)	
Had engaged in at least 12 of the required 15 hours of Service Learning via Marketing related work (not clerical/admin/manual duties). [If yes, award 2 points]	
Had engaged in 8 to 11+ hours of the required 15 hours of Service Learning via Marketing related work (not clerical/admin/manual duties). [If yes, award 1 point]	
<b><i>Sub-Total:</i></b> (maximum 6 points)	

<b>Student was exposed to a quality learning environment in the context/s of .....</b> <i>(check up to two items below).</i>	
Frequent communication with supervisor/mentor	
Friendly, flexible, and/or safe work environment/s	
Adequate resources to complete/do the project (i.e. workspace, company materials & resources, computer, printer, etc.)	
Constructive feedback on the performance on a regular basis	
Guidance from project supervisor/mentor	
<b>Sub-Total</b> <i>(Enter 1 point in the Sub-Total cell if only one item was checked. Enter 2 points if two or more items above were checked).</i>	
<b>The student's professional business skills, namely, ..... were enhanced/utilized as a result of the SLP experience.</b> <i>(Check up to two areas only)</i>	
Problem solving skills	
Creativity Skills	
Technical/software skills	
Organizational skills	
Communication skills (verbal and/or written)	
<b>Sub-Total</b> <i>(Enter 1 point in the Sub-Total cell if only one area/item was checked. Enter 2 points if two or more areas/items above were checked).</i>	
<b>Total Points</b> (sum of all three sub-totals; maximum 10 points)	

**Department of Economics**  
**Assessment Activity AY 2014-2015**

**1. What learning outcomes did you assess this year?**

Three assessments were conducted this academic year.

Economic competencies (goal #1) and Analytical competence (goal #2) were assessed in *Econ100A Intermediate Microeconomic Theory* using a Pre/Post Test for both accuracy and the quality of the students' analytical demonstration.

Critical thinking (goal #3) was examined in *Econ110 American Economic History* in conjunction with the WASC-accreditation activity of the Critical Thinking Committee.

Communication skills (goal #4) and "Information Literacy" were addressed with another round of the instructional intervention in selected sections of *Econ50 Principles of Macroeconomics* from last academic year. (It is an on-going collaboration between an Economics faculty-member (Dr. Gil Kim) and our subject-area Reference Librarian (Ms. Hiromi Kubo).)

**2. What instrument did you use to assess them?**

• Economic competency (goal #1) and Analytical competency (goal #2) were examined using a 15-question Pre-Test, administered during the second class session for *Econ100A Intermediate Microeconomic Theory*. The instrument covered (advanced) topics including: firms' profit maximization, price mechanism under different market conditions, game theory, production and input factors, consumer theory, and public goods. The questions were multiple-choice format (objective, quantitative) with instructions (& space) for illustrating, demonstrating, or explaining (subjective, qualitative) how the answer was obtained.

Pre-Test responses were anonymous (assigned "code number") for the purposes of assessment) but student-number matched Pre-Test results were used for "extra credit" on Exam#1 scores for the course. (Students were informed of the connection before the Pre-Test by course instructor, Dr. VaNee Van Vleck.) The code-numbered (anonymous) papers were retained for assessment purposes. At the end of the semester, in conjunction with the final exam, the Post-Test version was administered. (Again, student-to-code matched results were an opportunity to earn "extra credit" toward the course exam.) Students were not matched by pre- and post-tests for assessment; only the group distribution is used here.

Over the summer, Dr. Qin Fan reviewed the anonymous Pre- and Post-Tests. Evaluations were made in two-dimensions: correctness and the quality of the analytical demonstration. The number of correct responses to the questions was the first element. Qualitative scores—"superior", "good", or "poor"—were assigned according to a rubric, developed by Dr. Fan, and shown (next page).

[continued next page]

Table 1. Analytical Competency Assessment Rubric

Criteria	Exceed Expectations (Superior)	Meet Expectations (Good)	Do Not Meet Expectations (Poor)
<b>Economic reasoning</b>	Economic reasoning is clearly and logically explained; masterful knowledge of the relevant economic theory/concepts is demonstrated.	Economic reasoning is mostly clearly and logically explained; adequate/average knowledge of the relevant economic theory/concepts is demonstrated.	Economic reasoning is incorrect or unclear; poor/incorrect knowledge of the economic theory/concepts is demonstrated.
<b>Mathematical proof and graph-based demonstration.</b>	Mathematical proof or graphs are correctly and effectively used to illuminate theory/support argument where appropriate.	Mathematical proof or graphs are mostly demonstrated/used correctly to explain theory, but minor mistakes exist.	Mathematical proof or graphs are not used/or incorrectly used to explain the theory.
<b>Numerical solution</b>	Detailed work is shown to solve the problem; correct formula is used.	Some work is shown to solve the problem; formula used is mostly correct.	No work is shown to solve the problem; formula used is incorrect.

- **Critical thinking (goal #3):** The Critical Thinking Committee developed a structured “signature assignment” for all participating courses. Students were given an article/essay to read (instructions attached); then they were asked to write an extended paragraph for each of the following:
  - 1) What major claim or argument [was] the author making?
  - 2) Has the author provided evidence that is relevant and that if correct would be sufficient to demonstrate that their claim/argument is true?
  - 3) Evaluate the strengths and weakness, if there are any, of the argument.

Essays (names-redacted) were shared among subgroups of the committee to evaluate student comprehension of argument(s), evidence, and validity. Faculty did not evaluate their own students. Rubrics (copy attached) were used and calibrated among the committee’s subgroups.

- **Communication Skills (Goal #4) and Information Literacy:**

Information literacy workshops presented to one section (“treatment”) of Econ50 *Principles of Macroeconomics*. (Another section, with the same instructor, served as the “control” group and did not receive the workshops.) Learning objectives were identified and a well-defined, structured writing assignment served as the context for the intervention.

An 11-item instrument was designed to (objectively, directly) measure information literacy outcomes. The student outcomes were that upon completion the student will:

- 1) demonstrate familiarity with the Fresno State Library’s facility, resources, and services.
- 2) determine key concepts of research questions and analyze characteristics of various information sources in order to complete the research assignment.
- 3) understand the research processes and formulate effective search strategies using various information sources in order to locate needed information in a timely manner.
- 4) evaluate the validity and quality information in order to choose the best sources for the research assignments.



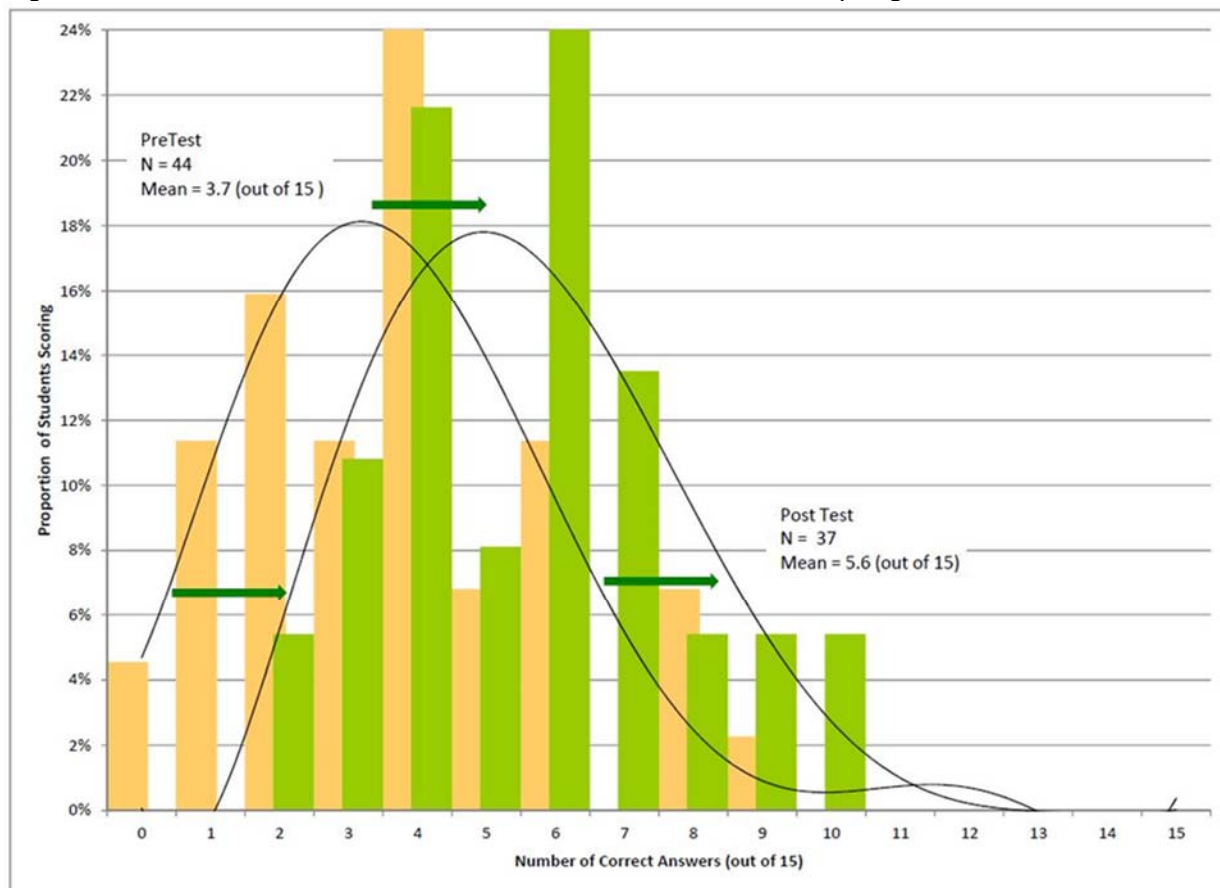
5) understand and demonstrate the ethical conduct of research and writing a paper.

### 3. What did you discover from this data?

Economic Competence (Goal #1): A total of 44 students from Econ100A participated in the Pre-Test and 37 students completed the Post-Test; this represents an 84% retention rate. The Pre-Test (“background exam”) result shows that students’ prior knowledge about the subject matter is extremely limited and poorly articulated.

The average (quantitative) on the Pre-test was 3.7 correct answers out of 15 items; this corresponds to a 24.7% score. The Pre-test was administered to 44 students; attrition and withdrawals over the course of the semester reduced the Post-test population to 37 students (a decrease of some 16%). The mean on the Post-test was 5.6 correct responses, equaling a 37.3% score. See Figure 1 for a graph of the Pre- and Post-test tabulations. The modest increase in the mean score is not satisfactory.

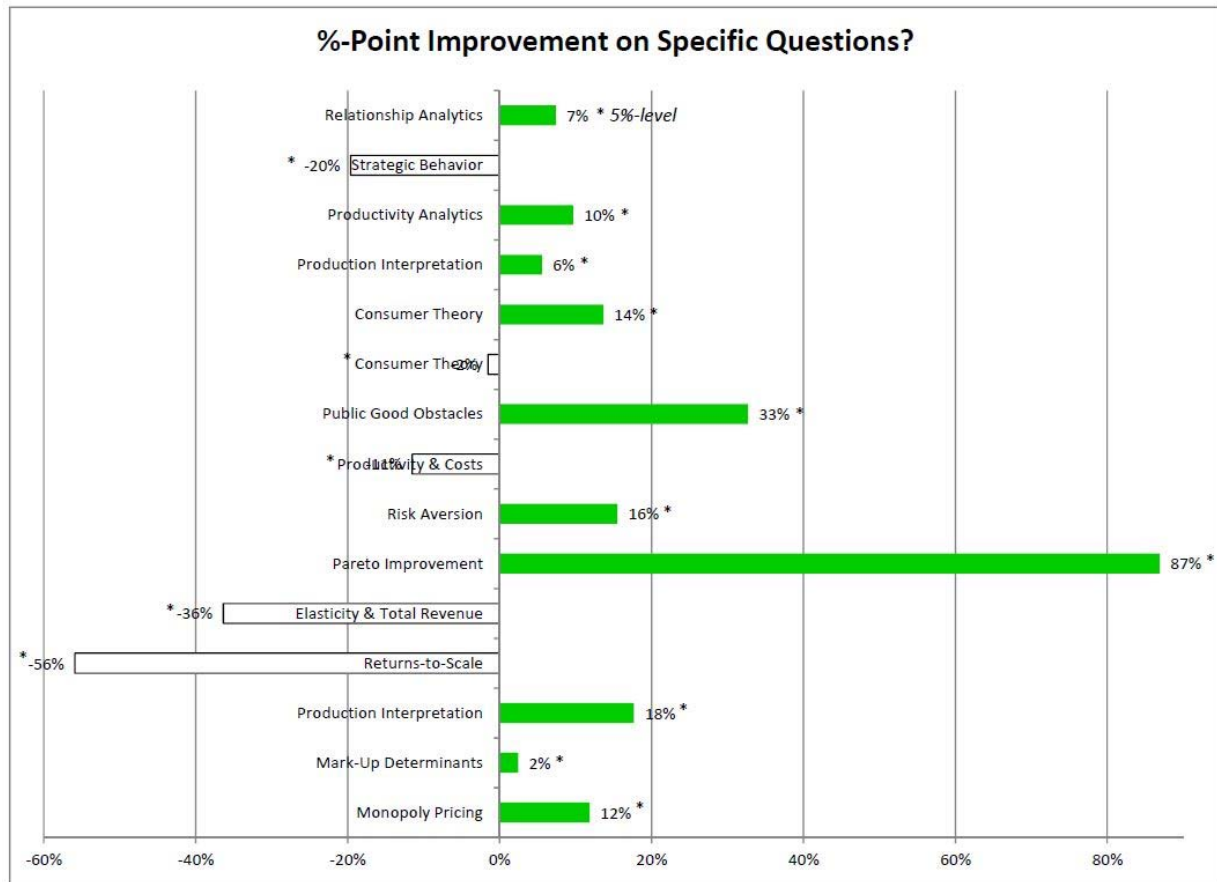
Figure 1. Pre- and Post-Test Distribution of Scores, Econ100A Spring 2015



The data were also compiled to evaluate specific instrument items (questions). The proportion of students who answered each question *incorrectly* was compared –with the expectation that evidence of student learning would be measurable by improvement on the Post-test. Figure 2 (attached) shows the percentage-point improvement for each of the 15 items; bars marked with “\*” indicate a statistically significant (at the 95% confidence level) decrease in the proportion of

incorrect responses. Ten (10) of the fifteen (15) instrument items positively indicated student competency gains. Troublingly, five (5) items obtained deterioration compared to the initial survey.

Figure 2. Pre- and Post-Test Item Analysis, Econ100A Spring 2015



These results were highly contrary to what the students had demonstrated in other course items on the same concepts, materials, and methods. We are examining the evaluation method (i.e., “low stakes” extra credit) and “timing” (i.e., exam fatigue) in order to understand this disconnect.

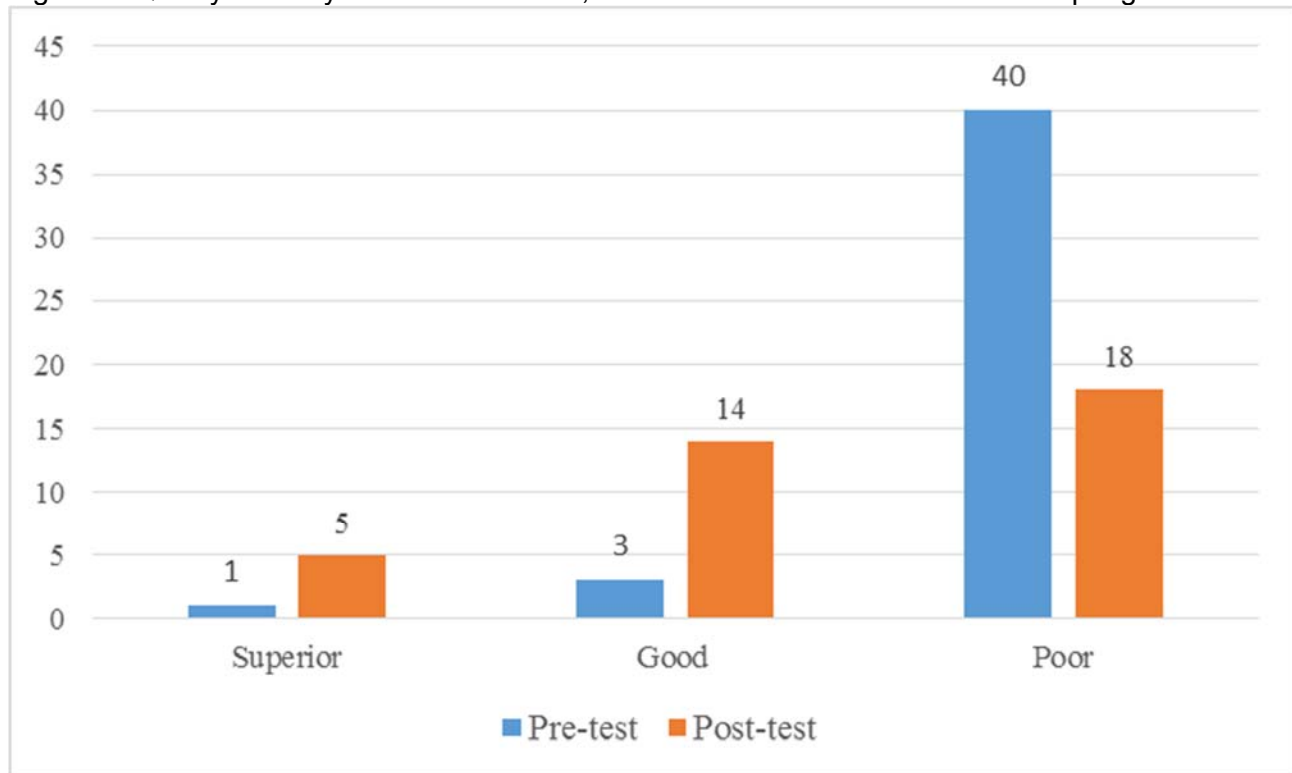
Qualitatively, forty (40) out of the 44 students (91%) demonstration skills were rated “Poor” at the beginning of the term. Students’ analytic competency, demonstration, and problem-solving skills were significantly improved over the semester. The “Poor” category was reduced by about 42%; more than half the students showed “superior” or “good” economic and analytical competencies at the end of the course. In particular, the number of students in the categories of “superior” and “good” respectively increased by 11.2% and 31%.

[continued next page]

Table 2 Number of Students by Qualitative Demonstration Category, Econ100A Spring 2015

Quality Category	Pre-test		Post-test		Improvement (%-change)
	# of students, each score category	% of total students, each score category	# of students, each score category	% of total students, each score category	
Superior	1	2.3%	5	13.5%	+11.2%
Good	3	6.8%	14	37.8%	+31.0%
Poor	40	90.9%	18	48.6%	-42.3%
Total #	44	100%	37	100%	-

Figure 3. Quality of Analysis/ Demonstration, Pre-Test and Post-Test Econ100A Spring 2015



Critical Thinking (Goal #3): Thirty-seven (37) students from Econ110 completed the “signature assignment.” Another Craig School of Business class participated as well.

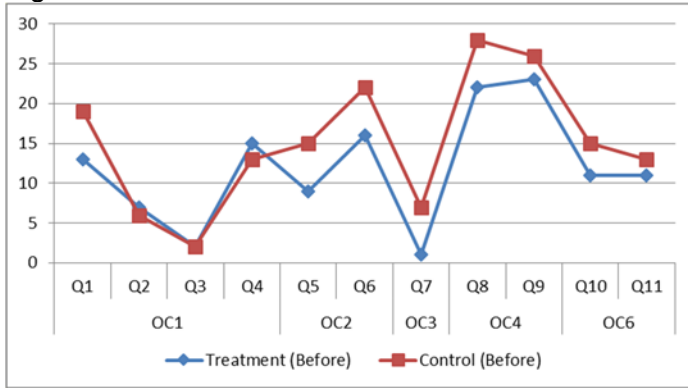
Evaluation of the critical thinking “signature assignment” by the committee/ subgroups was:

Task:	<i>Econ110 students</i>	Other CSB course
<i>What major claim...?</i>	86% proficiency	78% proficiency
<i>Has...the evidence...?</i>	68% proficiency	61% proficiency
<i>Evaluate the strengths and weakness...</i>	24% proficiency	30% proficiency

Communication Skills (Goal #4) and Information Literacy: The “treatment” group had 43 students; the “control” group numbered 49; students lost to attrition over the semester were not included in the semester analyses. Both sections were given 11-item multiple choice “pre-test.”

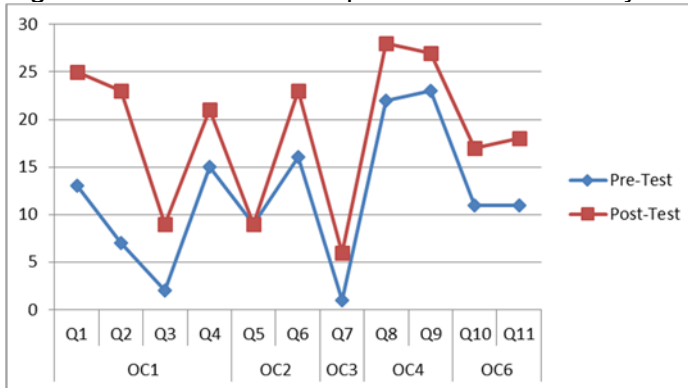
The “treatment group” had a statistically-significant, lower average pre-test score (4.23 out of 11, 38.5%) compared to the “control group” (5.06 out of 11, 46%).

Figure 4. “Treatment v Control” BEFORE Information Literacy Intervention, Econ 50 Spring 2015



The control group improved their post-test score by 0.84 pts (statistically-significant) to 6.19 out of 11 (56%); the treatment group’s average score increased by 2.45 pts (statistically-significant) to 6.65 out of 11 (60%) with the Librarian’s information intervention. The treatment and control groups were statistically-equivalent after the conclusion of the experiment. Roughly speaking, the deficiencies in the treatment group were remedied.

Figure 5. “Treatment Group” Information Literacy Intervention, Econ50 Spring 2015



[continued on next page]

Figure 6. "Control Group" Information Literacy Intervention, Econ50 Spring 2015

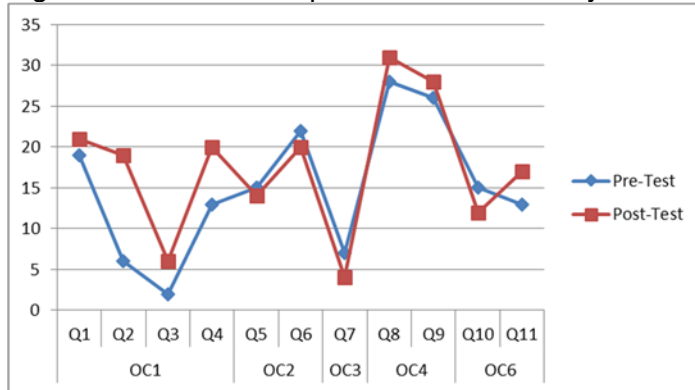
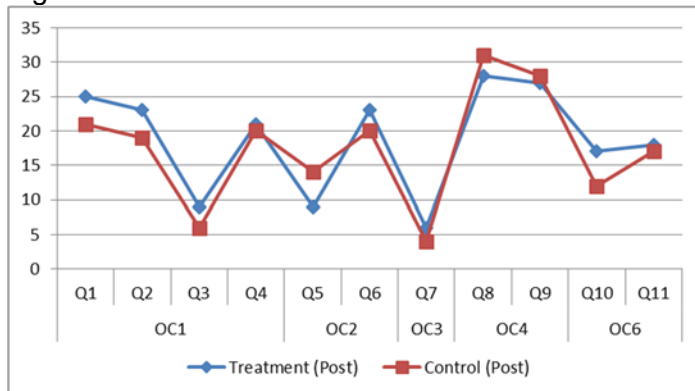


Figure 7. "Treatment v Control" AFTER Information Literacy Intervention, Econ50 Spring 2015



#### 4. What changes did/will you make as a result of these (and earlier) findings?

##### "Closing the Loop" Activities & Efforts

Copies of this Assessment Report were disseminated to all full-time and part-time faculty.

- GE and transfer articulation expectations for Econ40 and Econ50 were shared with all full-time and part-time faculty. Particular attention was given to the General Education requirements for writing assignments, and timely and helpful writing feedback. Campus resources were clearly identified.
- During AY2015-16, significant revisions to the structure of the Economics major are being advanced through the University curriculum process. The revisions are the product of several years' study, conversations, and discussion among the Economics faculty.
- We continue to work cooperatively with the Learning Center's Supplemental Instruction (SI) intervention. Available evidence continues to demonstrate SI efficacy; the Department plans to continue participating. (Supplemental Instruction also proved an engaging and challenging "practicum" for a few of our well-qualified upper-division students, who assumed the SI role.)

- Five (5) new part-time faculty will be teaching multiple sections of Econ40 and Econ50. This cohort of new instructors are being coached for greater attention to outcome expectations, course coverages, and curriculum requirements than had been done previously.

**5. What assessment activities will you be conducting in the 2015-16 academic year?**

**AY2015-16 Proposed Assessment Activities**

<b>SOAP Goal</b>	<b>Action Item</b>	<b>Time Frame</b>
Economic Competence	Core competencies items embedded into final exams, all FT/T, TT sections of Econ40 and 50.	Spring 2016
Analytical Competence		
Critical Thinking	Apply the Critical Thinking Committee rubric/ methodology to (upper division) summative assignment in Econ111.	Fall 2015
Communication Skills	Survey Principles-level courses for modes for satisfying GE Writing Requirement.	Spring 2016
Application of Economics		
Social Awareness/ Responsibility	Assess familiarity and knowledge of gender inequities, sources and consequences.	Fall 2015
Community Economic Education		

**6. What progress have you made on items from your last program review action plan?**

<b>SOAP Goal</b>	<b>Action Item</b>	<b>Status</b>
Economic Competence	New Pre/Post Tests or Pre/Post mechanism for Principles, Micro, & Macro. Embedded core competencies aggregations.	On hold In-progress
Analytical Competence	Econ125 Introduction to Mathematical Economics (newly offered course)	Fall 2014
Critical Thinking		
Communication Skills	Reinforced writing requirement expectations with all faculty for Principles-level courses.	Fall 2015
Application of Economics	Econ103 Introduction to Business Cycles (newly offered course)	Fall 2014
Social Awareness/ Responsibility		
Community Economic Education		