



ACADEMIC PROGRAM ASSESSMENT ANNUAL REPORT

All programs must submit an annual assessment report to their College Dean’s Office by **May 15** for posting on the college assessment website. For purposes of demonstrating growth in program assessment practices to HLC, all programs are asked to submit what assessment work they have done, regardless of whether or not this work is captured by the questions in this form. By **October 31**, the College Assessment Committee will provide the program with feedback on their report and will use the report as basis for an executive summary of all college assessment activity to be submitted to the College Dean and Office of the Provost. If you have any questions, comments or ideas about this form, please consult the **GUIDE** or email assessmentacademy@ualr.edu.

Academic Program	Econ BBA
Data Collection Period	CY 2017
Report Contact	Mark Funk
Date Submitted to College Dean’s Office	April 15, 2018

A. Academic Program Overview

1. Is your program covered by SKIM legislation? Yes No

Refer to the Guide for a list of SKIM-legislated programs.

2. Academic Program Mission

Your program’s student learning goals should tie to your mission. Please state your department’s or program’s mission.

The primary objective of the Economics program is to develop the necessary conceptual skills and practical problem-solving techniques required to solve economics problems in the private and public sectors within the context of institutional and cultural constraints in a global environment. Students are educated in economics principals and its fundamentals and methods applicable to better decision making. An emphasis on developing communication skills and an understanding the importance of ethical behavior is central throughout the curriculum.

3. Student Learning Goals for Academic Program

List all student learning goals (“At the end of this program, students will be able to...”) for the academic program identified above, and—if your program is covered by SKIM—identify any current goals that map to SKIM goals. If you prefer to provide the list as an appendix, type “See appendix” in box below and attach appendix to this report. For guidance in writing measurable student learning goals and for a list of SKIM goals, please see the GUIDE.

GOAL ONE: Students will demonstrate competence in business knowledge.
 GOAL TWO: Students will be effective communicators.
 GOAL THREE: Students will have an ethical perspective, understanding the importance of behaving ethically in their professional lives.
 GOAL FOUR: Students will use analytical techniques and tools to analyze data for decision making.
 GOAL FIVE: Students will be skilled in solving real world and/or simulated business problems related to Economics.

[Empty box]

B. Reflecting on Last Year's Improvement Plans and Communication

1. Continuous Improvement Initiatives Based on Results from Last Year's Report

Describe actions taken based on results from your last assessment report (For example, what aspects of the curriculum or student support were revised, developed, or maintained? Did you adjust assessment methods, change learning objectives or revise target achievement levels? If you received feedback from your college assessment committee, how did you incorporate it?)

1. Instructional metrics for developing communication skills were integrated throughout the curriculum to provide standard expectations among students.
2. Instructors in BINS 3352 continued development of instructional materials for use in developing student analysis skills (logic) in applying analytics tools.
3. Updated assessment plan to a use service-learning project in the de facto capstone Econ 4350 Applied Econometrics. The project also satisfies the Econ majors' career catalyst Experiential Learning badge.

2. Involvement/Communication with Program Stakeholders Based on Results from Last Year's Report

All program assessment reports are posted on college websites. Beyond posting, did you communicate your results with your program's stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

NA.

C. Current Year's Assessment Report

1. Student Learning Goal(s) Assessed for This Report

List which specific goals are assessed in this report, including any SKIM goals. If these map to the SKIM goals, please indicate which ones. Refer to the Guide or ualr.edu/assessment/skim/ or the GUIDE for a list of SKIM goals and a schedule of SKIM assessment.

GOAL FIVE: Students will be skilled in solving real world and/or simulated business problems related to Economics.

2. Assessment Methods and Results for Student Learning Goals Assessed This Year

Identify and briefly describe method or methods used for each learning goal assessed and identify the location where the data are stored. Identify the target achievement level for each learning outcome and describe the assessment results. See list of common assessment methods in the Guide for reference.

Student Learning Goal: GOAL FIVE: Students will be skilled in solving real world and/or simulated business problems related to Economics.

If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	The Fall 2017 Applied Econometrics course used a service-learning project to give students the opportunity to apply their econometrics skills in a real-life research question, and at the same time assisting our community partner: Arkansas Advocates for Children and Families. We worked extensively with AACF's Senior Policy Analyst, Eleanor Wheeler, in an effort to have students focus on an issue where more research would benefit the policy group. Before the semester began, we decided to focus on better understanding the impacts of warranty of habitability laws (or lack thereof). Students began by finding data and developing an economic question in which they were particularly interested that related to this broader policy question. After the first stage analysis, data collection, and research proposal presentations, they were divided into three groups to continue to develop their research. By the end of the semester, all three groups wrote an original research paper including a literature review, data summary, regression model and results discussion. The groups presented their work to the class and Ms. Wheeler at the end of the semester, with one group continuing their work likely to be published in an academic journal and to be used by AACF in the future.
Data Repository	Prof. Sarah Quintanar and Prof. Mark Funk retain projects.
Target Achievement / Benchmark	75% scoring 3 or better (scale of 0-4) on each of the two learning outcomes.
Results	For learning outcome 5.1, 60% of students scored a 4, 30% scored a 3, and 10% did not complete the assignment. For learning outcome 5.2, 90% scored a 4 and 10% did not complete the assignment. These results suggest the economics majors are achieving our learning objectives.

Student Learning Goal:	
If this goal maps to SKIM, indicate which SKIM goal: Click to Select Goal	
Methods	
Data Repository	
Target Achievement / Benchmark	
Results	

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Results	

3. Action Plan Based on Assessment Results for This Year’s Report

Describe conclusions drawn from assessment results and any plans for improvement. For example, what aspects of the curriculum will be revised, developed, or maintained? Will assessment methods be adjusted? Will learning objectives or benchmarks be revised?

No planned changes.

4. Communication to Stakeholders

All program assessment reports are posted on college websites. Beyond posting, will you communicate or have you communicated your results with your program’s stakeholders? If so, how, and what feedback did you receive (if any)? (The Guide includes more information on communicating assessment results and involving stakeholders in assessment analysis and results.)

Will discuss assessment data with external constituents once our departmental advisory board is finalized.

5. Faculty Involvement

For the assessment roles and activities listed below, indicate what percentage of the program’s faculty members were involved in the roles listed below. (This information is requested for reporting to HLC and will not be used for purposes of evaluating faculty workload.)

- Creating assessment plan** 31-45%
- Learning activity design** 16-30%
- Rubric design** 31-45%
- Rubric norming** 16-30%
- Evaluating learning activities** 31-45%

Analyzing data	31-45%
Developing improvement plans	91-100%
Communication with stakeholders	0-15%
Other (please describe below)	Click to select Tier

Click or tap here to enter text.

6. Future Professional Development

Are there any areas of assessment, continuous improvement and/or communication with stakeholders in which you would like to have professional development in the coming year?

No.
