Departmental and Program Assessment
Annual Assessment Plan Report

Academic Year: 2008/2009
Department of Economics and Business
Chair: Dr. Karen Oxner

I. Assessment Plan

A. Student Learning Goals:

- Knowledge of the concepts and ideas of economics and business disciplines
- Application of economics and business reasoning to contemporary social issues to enhance global citizenship
- Research skills based on data collection and analysis
- Critical analysis and problem-solving skills
- Effective written and oral communication skills
- Knowledge and intellectual capacity necessary for graduate and professional school
- Knowledge for effective decision-making and leadership roles in professional careers
- Motivation for continued growth and study in economics and business

B. Assessment Data:

- For graduating seniors, departmental GPA overall and by major courses
- Research papers and projects
- Exams in courses
- Case analyses
- Results of Major Field Tests
- Job and graduate or professional school placement
- Oral presentation evaluations
- Participation in the business plan competition at College- and state-levels
- Passing the CPA or other professional certification exams

C. Audit of courses to match student learning goals:
Such an audit has not been performed.

D. Availability of student learning goals to students:
Descriptions of the learning goals are available on the Academics portion of the Hendrix webpage. They also can be deduced from course descriptions and the department's portion of the Hendrix home page.

E. Inclusion of student learning goals on course syllabi:
It is the policy of the department to include learning goals on course syllabi.

II. Student Assessments

A. Direct assessments which have been collected include the following:

- Graded exams, papers, projects, and case studies

B. Indirect assessments which have been collected include the following:

- Results of Major Field Tests
- Acceptance for publication of student research papers
- Presentation of research at NCUR and other conferences
- Performance in business simulation game during capstone course
- Performance in cost accounting simulation game
- Senior survey administered

III. Assessment Planning:

A. The Department met and communicated via email regarding student learning.

- Of particular concern was the fact that some of our graduates have no exposure to managerial accounting topics unless they enroll in BUSI 300 Cost Accounting or another similar upper-level accounting course.
- Another concern was the self-selection by students into the two capstone courses, and whether their selection was most appropriate for each individual.
- A final concern centered on the Department's International Business (IB) minor. Certain courses necessary for the minor were not offered, and there were several students who had declared IB as their minor.

B. Departmental responses to the concerns above:

- The Department has added the course BUSI 210 Fundamentals of Accounting and Business II back to all majors in the department, so that all majors have an exposure to managerial accounting topics as well as improved preparation for upper level study of managerial and cost accounting.
- The Department will work with students through the advising process to assist them in choosing a capstone course.
- BUSI 280 Global Business will be offered Fall 2009 for those students interested in the IB minor. Enrollment is 8 students.

C. No changes have been made to the assessment plan this year.

D. Our plans to improve student learning include ensuring exposure to managerial accounting for all majors and proper choice of capstone.

E. Action Item: Work cooperatively as a department to revise the senior survey as needed. Perform the audit comparing student learning goals to courses as noted above. In addition, a similar review comparing CPA exam content to course content should be performed.