

Departmental Assessment Meeting: Report

Please fill out this report based on your department's conversation and return via e-mail to Megan Leonard or Sasha Pfau by March 31, 2017.

Summary of past decisions

Please summarize up to three departmental changes made since the last HLC visit (08-09) the impetus for those changes and any changes to information gathering about student development.

In 2008, the department added its first new faculty member in 10 years. In the past 3 years, 3 faculty members have left the department and we have added 4 new members of the department. While we have not made large changes to the major as of yet, as new faculty settle in, we expect to have more assessment conversations.

We have recently added several new classes based on student interest and perceived gaps in their knowledge. Since the removal of the kinesiology major, we have had many students move into the ECBU major. Many of these students are interested in sports management. We also have many students who are interested in non-profits or arts organizations. We added BUSI 260 Non-Profit Management; BUSI 261 Sport Management; and BUSI 262 Art Management to serve these students.

Math 120, Functions and Models, was previously listed as a pre or co-requisite for ECON 200 and ECON 210. Students who do not have basic mathematical skills perform very poorly in these Econ classes. Megan spoke with the advisors of students who performed poorly on a first exam in ECON 200 to determine whether they were taking MATH 120 concurrently. All of these students were co-enrolled in MATH 120, had made a D, or had withdrawn from the course. After a discussion with an instructor of Functions and Models, the department made MATH 120 a pre-requisite for ECON 200 and ECON 210 instead of a pre or co-requisite.

Looking forward

Please summarize your department's focus for student development and your evaluation methods.

We are only now taking a good look at our learning goals and where in our curriculum we accomplish them. We are a bit behind making changes based on student outcomes. We hope to think more carefully about our learning goals and our curricular structure in the coming year.

Achieving departmental goals for students

Please explain how your departmental curriculum achieves your student learning goals, being sure to include the Capstone. Feel free to attach a curricular map or other supporting documents. Summarize the ways your department provides guidance in the effective use of research and information resources.

A curricular map is attached. Corporate Strategy is a good capstone for students who plan to enter the business world. Economics Research is good capstone for students interested in graduate school. We intend to make some changes to the major to make this clearer.

We don't do anything department-wide that provides guidance in the effective use of research and information resources, but many of our classes such as Economics Research, Labor Economics, etc, provide this guidance.

Your department's role in achieving the college's shared goals for students

Because of the general nature of our department's goals as well as the disparate natures of Accounting and Economics, the mapping seems to suggest that we don't contribute nearly as much to the VSL as we actually do. This seems to suggest that our goals could use refining.