

# Academic Assessment Plan

Sam M. Walton College of Business

University Core Social Sciences – Dept. of Economics Contribution

AACSB Assurance of Learning Cycle: 2011-2016

The following plan of assessment of student learning is directed at the Sam M. Walton College of Business in the Department of Economics' contribution to evaluating the social sciences core curriculum.

**Goal:** To introduce students to the breadth of inquiry in the social sciences, such as the study of ideas, the behavior of individuals, groups, institutions, and their interactions.

**Objective:** Students will demonstrate an understanding of the contribution of [economics] to understanding human organization and behavior.

**Outcome:** Upon completion of [economics] courses, students will be able to identify and describe human organization and behavior.

**Mapping to established BSBA program assessment:** The outcome above will be measured by currently defined topic-based analysis in the BSBA's plan of assessing Technical Competency/Discipline Knowledge (TCDK), Core objective: Macroeconomics (Fiscal Policy, Monetary Policy, National Income Accounting) and Microeconomics (Supply and Demand, Elasticity, Pure Competition vs. Imperfect Competition, Comparative Advantage)

## Process for Assessing each Student Learning Outcome

The Sam M. Walton College of Business' specialized accreditation through the Association to Advance Collegiate Schools of Business (AACSB) outlines the standards of Assurance of Learning (AOL) in a 5-year cycle. During each cycle, the curriculum is managed by direct-measure analysis of demonstrated student learning toward goals and objectives defined by the faculty of the program at the start of the cycle. Each objective must be measured *at least* twice during a given cycle. Analysis of assessment data occurs following each measurement. Curricula changes must occur between measures and allow sufficient time for desired effect of curricular change to be detected in following measures.

The following plan of assessing the economic department's contribution to the university social sciences core is set to accomplish these requirements within the college's current cycle of 2011-2016, with AACSB Continuous Program Improvement Review occurring in 2017.

### ***Timeline for assessment and analysis***

Fall 2014:	Principles of Macroeconomics (ECON 2013)
	Principles of Microeconomics (ECON 2023)
Fall 2015:	Principles of Macroeconomics (ECON 2013)
	Principles of Microeconomics (ECON 2023)
	Basic Economics - Theory and Practice (ECON 2143)

### ***Means of assessment and desired level of student achievement***

All assessments are conducted using a sample of student artifacts in all sections of courses, based on 20-25% of the previous AY's graduates, or a minimum of 20 artifacts. Standards of Measure are subject to revision during the cycle to provide an opportunity to increase the program's desired standard. In addition to the direct measures of student learning below, all objectives and general curricular concerns are evaluated using in-direct methods via periodic faculty and student focus groups, boards, and committees.

Economics' contribution to the core assessment will consist of analysis of topical groupings of final exam questions defined by the economics faculty. *Standard of Measure:* At least 80% of student responses to questions in a given topic group are correct.

### ***Reporting of results***

All analyses are reported in aggregate (no student or faculty identifiers) following the semester assessed. Reports are delivered to and discussed with the program director. The program director disseminates the reports for discussion with program faculty regarding curricular improvements needed.

The Dean of Walton College receives an annual report on the outcomes and curricular improvements resulting from assessment and periodic updates through committees regarding the overall status of the Assurance of Learning process.

At the end of each AACSB Continuous Program Improvement Review cycle, Assurance of Learning activities conducted and curricular management that occurred as a result of data during the cycle are comprehensively reported in the college's report to AACSB prior to peer review.

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