

Economics and Business Department
MULTI-YEAR ASSESSMENT PLAN

Program Learning Outcomes	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	Means of Assessment, and Benchmarks	Who is in charge?	How the loop will be closed /has been closed?
PLO 1 Core Knowledge- Concept Improvement					X	X	Direct methods: National Economics Exam parts A & B Benchmark: Class average of 70% on the national economics field examination	Raymond Kim + Stephen Owusu	Findings: Several concepts, including market equilibrium, monetary functions and monetary policy, and consumer surplus should see improved student performance Closing-the-Loop Actions: We will continue to administer Exam Form A at the end of the Intermediate Microeconomics course, and Exam Form B at the end of the Intermediate Macroeconomics course
PLO 1 Core Knowledge- Graphical Cues						X	Direct methods: National Economics Exam part B Benchmark: Class average of 70% on the national economics field examination	Raymond Kim + Stephen Owusu	Findings: Intermediate Macroeconomics results can be improved with additional graphical cues. Questions have not included graphical cues and would likely be better understood with more supplied graphical cues. Closing-the-Loop Actions: We will supply more graphical cues
PLO 1 Core Knowledge- Examination Tool						X	Direct methods: National Economics Exam parts A & B Benchmark:	Raymond Kim + Stephen Owusu	Findings: Specific questions with negative rpi need to be reviewed and either replaced or modified Closing-the-Loop Actions:

							Class average of 70% on the national economics field examination		We will revise and replace one question for Form A and two questions for Form B since each question had a negative rpi score.
PLO 2 Research-Diverse Tools			X				<p>Direct methods:</p> <p>Course work in EB(Market Research) EB115 (Game Theory), and EB193 (Applied Research in Economics and Business)</p> <p>Benchmark:</p> <p>Application of evaluation rubric whereby 80% of students perform at the Developed or Highly Developed level on all learning outcome activities</p>	Kevin McGuire	<p>Findings:</p> <p>We recognize there are additional components of the research process that we did not assess, including performing market research and preparing case studies</p> <p>Closing-the-Loop Actions:</p> <p>We will embrace a broader array of valid modes of inquiry and evaluate those modes in our new evaluation rubric</p>
PLO 2 Research-Research Components			X				<p>Direct methods:</p> <p>Course work in EB020 (Research and Forecasting), EB115 (Game Theory), and EB193 (Applied Research in Economics and Business)</p> <p>Benchmark:</p>	Kevin McGuire	<p>Findings:</p> <p>We recognize there are additional components of the research process that we did not assess, including design, analysis, and reflection</p> <p>Closing-the-Loop Actions:</p> <p>Improve the reliability and transparency of the assessment process with a new rubric that is intentionally broad from a</p>

							Application of evaluation rubric whereby 80% of students perform at the Developed or Highly Developed level on all learning outcome activities.		disciplinary perspective. Specific dimensions should appropriately reflect the broad research outcomes the department expects for its students.
PLO 3 Communication- Oral Content Delivery						X	<p>Direct methods:</p> <p>EB 191 (Entrepreneurship and New Venture Development) team oral presentations</p> <p>Benchmark:</p> <p>Application of delivery of content portion of evaluation rubric where <u>delivery</u> techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</p>	Rick Ifland	<p>Findings:</p> <p>The delivery of content for oral communications has been improved over the past few years but could still improve more by combining it with a redemptive approach to marketplace engagement</p> <p>Closing-the-Loop Actions:</p> <p>We will continue to adjust our focus to include more lectures on the delivery of oral content</p> <p>We have been much more deliberate in communication clearly the rubric under which each student is being evaluated</p>
PLO 3 Communication- Oral Language							<p>Direct methods:</p> <p>EB 191 (Entrepreneurship and New Venture Development) team</p>	Rick Ifland	<p>Findings:</p> <p>Students have shown an improved use of language (breadth and depth) for oral presentations but could improve further</p> <p>Closing-the-Loop Actions:</p>

				X		<p>oral presentations</p> <p>Benchmark:</p> <p>Application of evaluation rubric where <u>language</u> choices are more imaginative, memorable, and compelling to enhance the effectiveness of the presentation.</p>		<p>We have seen improvement in two of the elements though will continue to adjust focus to include more lectures on the importance of language usage</p> <p>Professor now gives sample oral presentations early in semester, breaks it down, and de-briefs with students.</p> <p>Students give impromptu updates on their progress in preparing oral presentations</p>
PLO 3 Communication- Written Organization					X	<p>Direct methods:</p> <p>EB 140 (Executive Leadership) weekly executive summaries</p> <p>Benchmark:</p> <p>Application of evaluation rubric where student uses better organization, content, presentation, formatting, and stylistic choices wiclarity and fluency, and is virtually error-free</p>	Rick Ifland	<p>Findings:</p> <p>Students should demonstrate improved organization of written presentations</p> <p>Closing-the-Loop Actions:</p> <p>We now deliberately deliver lectures on the importance of structure in organizing papers</p> <p>We provide sample executive summaries, broken down in detail, and go over them in class the first two weeks of class</p> <p>We must find a better way to promote/demand use of on campus Writing Center that offers workshops and peer tutoring services. We have found out how not to do it. Now we need to find new ways to promote it, perhaps</p>

								even offering extra credit for attendance to those students who need the most help.	
PLO 4 Christian Synthesis- Faith Synthesis/Redemption	X						<p>Direct methods:</p> <p>EB 003 (Principles of Accounting) questionnaire and EB 195 (Senior Seminar) capstone paper</p> <p>Benchmark:</p> <p>Application of evaluation rubric portion that represents an understanding of how faith intersects with the study of economics and business.</p> <p>Due to the emergence of a redemptive approach to EB, we will be searching for a new rubric to measure efficacy across the curriculum</p>	<p>Coby Harmon</p> <p>Rick Ifland</p>	<p>Findings:</p> <p>Students should show an improved ability to articulate a clear view of the relationship between faith and economics and business</p> <p>Closing-the-Loop Actions:</p> <p>In EB 195, incorporation of additional reading materials on a redemptive approach to the marketplace (a synthesis of faith, learning and work)</p> <p>In EB 191, 192, and 140, a redemptive approach entrepreneurship, innovation and leadership, respectively, including a revision of assignments to introduce the concepts of creation, fall, redemption, and restoration to business and economic activities</p> <p>In EB 003, expansion of questionnaire to include a redemptive approach to our questions for First and Second Year students</p>
PLO 4 Christian Synthesis- Evaluation Alignment	X						<p>Direct methods:</p> <p>Adjustments made to each assignment</p> <p>Benchmark:</p>	<p>Coby Harmon</p> <p>Rick Ifland</p>	<p>Findings:</p> <p>Professors can improve alignment between questionnaire in EB 003 and capstone paper in EB 195, plus alter assignments in EB 140, 191, and 192 to broaden the redemptive approach over time</p>

							Application of evaluation rubric where 80% of students perform at the Developed level on all learning outcome activities _		<p>Closing-the-Loop Actions: In EB 195, produce similar questionnaire to EB 003 to establish benchmark. Both courses to include questions about redemption.</p> <p>In EB 003, expansion of questionnaire to include a redemptive approach to our questions for First and Second Year students</p>
PLO 4 Christian Synthesis- Faith Integration/ Redemption	X						<p>Direct methods:</p> <p>Departmental meetings</p> <p>Review of syllabi</p>	All faculty	<p>Findings:</p> <p>Improved clarity of student’s intentional integration of a redemptive faith into every taught course</p> <p>When we deliberately carve out time to discuss a redemptive approach, student engagement increases, dialogue and deliberation expands, and class camaraderie improves</p> <p>Closing-the-Loop Actions:</p> <p>In all courses, deepen the integration of faith into learning with a redemptive approach to the marketplace</p>
Key Questions	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	Means of inquiry and evaluation	Who is in charge?	Data-guided recommendations
A Redemptive Approach to our Major	X	X					<p>Internal Discussions to expand questionnaire</p> <p>External Discussions with other Christian colleges and</p>	Chair + PLO3 participants (currently Rick Ifland, Edd Noell,	1) There is receptivity to this redemptive approach. We need to speak with more students and experts, learn more approaches to redemption in the

							universities Teleconference calls with businesspeople who are practicing a redemptive approach to the marketplace Discovery of the best evaluation tools and assessment tools	and Coby Harmon)	marketplace (and in the classroom), and develop or find an appropriate assessment tool. We will do so in earnest. 2) Expand the EB003 and EB195 questionnaire to include questions about a redemptive approach to EB
GE Projects	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	Means of inquiry and evaluation	Who is in charge?	Data-guided recommendations
Increase Justice, Reconciliation and Diversity courses		X					We naturally have some courses that would qualify for JRD designation but prior to doing so, we would like to study other departments and learn from them what works and what does not, then apply for GE status and implement the plan	Department	Evaluation of course material and review of some courses to consider diversity in a more intentional way to better align department objectives with institutional priorities
Increase Critical Thinking as part of our courses				X			Review of GE requirements and CT ILO	Raymond Kim Stephen	Evaluation of course material and submission to committee of some courses to consider to better align department courses with general

						<p>We participated in the CT ILO and found our students need more critical thinking embedded in their course offerings, especially in imagining the future or expanding on what was given (many lack creativity in this area)</p> <p>Study other departments to see how they implement critical thinking and use some of their ideas into our department</p>	Owusu	education goals and requirements
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Comments/Reflections: We have spent considerable time continuing to revamp and reimagine our department. We have also had a significant turnover of tenure-track, full-time faculty. In fact, much like the rest of Westmont during difficult financial times, we have replaced experience with youth, which has challenges but also provides significant opportunities for growth and new energy. Like our last multi-year assessment report, we are still midstream in so many ways as is evident throughout this report. Despite our best efforts, we still have a long way to go. While we feel much healthier as a department now that recent hires have been made, we also must hit the reset button in so many ways. We feel confident we will be much better in a few short years once the new Assistant Professors get some additional lecture experience.

The above items reflect our continued desire to improve our department, to better align our efforts to institutional goals and objectives, and to foster a student experience that is deeper and more meaningful to each person, especially an understanding for each student that their gifts and passions come directly from God and therefore can and should be used to understanding the economy and to engage the business world to improve lives and society.