



Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: BA Financial Economics

2. College/School: College of Liberal Arts & Education

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The BA - Financial Economics has four student learning outcomes, with one outcome assessed each year. Faculty assess student learning outcomes using the direct measures from embedded assignments, exams, quizzes, and projects using a common rubric across sections and courses.

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

For this term, we are assessing Learning outcome #3: Express qualitative and quantitative models and tools of analysis. Students will display a familiarity with qualitative and quantitative analysis in explaining the economic theories that underlie financial economic problems. The benchmark is that students demonstrate competency in ECN4100 in all course requirements such as homework/quizzes/exams/projects with a grade of at least a C.

5. Institutional Outcomes - For which institutional outcome(s) do the reported student learning outcome(s) align?

SLO Outcome Alignment	Institutional Outcome
Yes	I. Jesuit & Mercy Values
Yes	II. Diversity & Cultural Awareness
Yes	III. Critical Thinking & Problem Solving
Yes	IV. Communication
Yes	V. Professionalism
Yes	VI. Lifelong Learning

6. Assessment Period: Select the academic year for which you are reporting results (i.e. when data were collected):

2021-2022



7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

Approximately 90% of the students reached the benchmark of at least the grade of a C on homework/quizzes/exams/projects in ECN4100. Students demonstrated high levels on both understanding and applying quantitative and qualitative methodologies on financial economics related issues. The weakest area of performance was quantitative applications. A few students find it challenging. As a result, faculty reviewed course books, syllabi and exercises to fine tune the course in an attempt to assist students to acquire quantitative skills

Attachment(s):

None