

WESTMONT COLLEGE  
ECONOMICS & BUSINESS DEPARTMENT

**A SIX-YEAR PROGRAM REVIEW REPORT**

SUBMITTED  
FALL 2017

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## 1. EXECUTIVE SUMMARY

The Economics and Business (E&B) department at Westmont College has undergone major transformation since our last multi-year report in the Fall of 2010. To wit: only one full-time faculty member remains from that time; only one adjunct faculty member remains from that time; several courses have been revamped; six new courses have been added; student learning outcomes have been further deepened, refined and clarified; we have commenced a new center for entrepreneurship and innovation; we have helped develop and launch a downtown program in social entrepreneurship; and we have helped develop and launch a new major in Data Analytics.

However, as a result of the significant changes that needed to take place before we could effectively serve our students, we have not achieved as much progress on our goals as we desire even as we are confident that we are trending in the right direction. Ironically, in the midst of these strategic changes, Westmont was recognized by Forbes Magazine as the 10<sup>th</sup> most entrepreneurial college in America (ahead of such institutions as Amherst, Williams, Smith and Swarthmore), singling out our E&B department's Eaton Center for Entrepreneurship and Innovation and specifically our new global business development and micro-finance course that takes students to Haiti to launch businesses as major factors in the high national ranking. Westmont was the only Christian liberal arts college listed in the top 100.

### A. Mission Statement and Outcomes

The Westmont College Economics & Business department's Mission Statement reads:

Our mission is to provide a comprehensive program of study in both economics and business and to guide students in their intellectual, moral, and spiritual growth. We desire for every student to:

- attain quantitative and analytical skills
- develop their reasoning and discernment
- improve their written and oral communication skills
- mature as inventive problem solvers, and
- deepen their worldview about the intersection of faith and the marketplace

Ultimately, both faculty and students seek to glorify Jesus Christ by preparing businesswomen and men, international development professionals, lawyers, scholars and other professionals to use their foundational knowledge of economics and business to engage every sphere of society to aid others and to improve lives.

Westmont College has entrusted our department with the responsibility and privilege to assist students in their personal, professional and pre-professional journey to discover, celebrate, execute and communicate sound principles within the disciplines of Economics and Business. To that end, we have assessed and reported, or will soon begin to assess and report, on four Program Learning Outcomes (PLO) for this six<sup>1</sup>-year program review. They are as follows:

- PLO 1: Core Knowledge. Students will exhibit active intellectual engagement in and application of the core Economics and Business curriculum.
- PLO 2: Research Competency. Students will display an understanding of the research process and appropriate application of various technologies and research methodologies within Economics and Business.
- PLO 3: Communication Skills. Students will produce verbal presentations in debates, reports, and dialogues in economics and business, and will write executive summaries and papers in economics and business.

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<sup>1</sup> We were granted an extra year to produce this report due mainly to the highly transitional period of the department over the past few years. The last six-year assessment report was dated Fall 2010.

- PLO 4: Christian Synthesis. Students will make evident the intersection of their skill and knowledge in economics and business with a deep understanding of how their faith informs their vocation and decision-making.

## B. Alignment Chart

	PLO 1	PLO 2	PLO 3	PLO 4
Goals	Students will become competent in applying key economic principles to various economic policy issues/debates and controversial domestic and global business decisions	Students will use appropriate format for literature in presentations and papers; develop relevant questions posed in their presentations through surveying relevant background literature; provide a formal research rationale that includes outside research sources and methodologies; produce papers and presentations that demonstrate the role of quantitative and qualitative research to include conclusions, inferences and ideas for further research; demonstrate ability to accurately cite sources and complete bibliographical information; and show ability to use technology effectively in oral presentations.	Students will demonstrate strong and written and oral communication skills in economics and business, including a well-defined process in presenting arguments on a wide range of issues within the fields of economics and business; to draw upon a decidedly interdisciplinary perspective; and to produce excellent research papers, business plan presentations, financial analysis and executive summaries	Students will demonstrate the integration of faith into learning via written and oral presentations that discuss ethical conduct, scripture informing decision-making, and doing for others what they would do for themselves
Learning Outcomes	Students will exhibit active intellectual engagement in, and application of, the core economics and business curriculum.	Students will display an understanding of the research process and appropriate application of various technologies and research methodologies within economics and business.	Students will produce verbal presentations in debates, reports, and dialogues in economics and business, and will write executive summaries and papers in economics and business.	Students will make evident the intersection of their skill and knowledge in economics and business with a deep understanding of how their faith informs their vocation and decision-making.

Where are the Learning Outcomes met? I- Introduced D- Developed M- Mastered	I: EB 011, 012  D: EB 102, 103, 104, 105, 106, 120, 135, 137, 138, 180, 184, 191  M: EB 195	I: EB 020, 030  D: EB 103, 135, 138, 184, 192  M: EB 132, 193, 198	I: EB 020, 030  D: EB 103, 104, 105, 120, 135, 160, 180, 184, 192  M: EB 107, 140, 191, 195	I: EB 003, 011, 012  D: EB 104, 140, 150C, 150E, 150I  M: EB 107, 191, 195
How are they assessed?	National Economics Examination	Application of evaluation rubric to student research projects	Application of evaluation rubric to oral presentations in EB 191 and a series of written executive summaries, a midterm and a final exam in EB 140	Application of evaluation rubric to questionnaire in EB 003 Principles of Accounting and EB 195 Senior Seminar capstone paper
Benchmark	Class average of 70% on the national economics field examination	80% of students perform at the Developed or Highly Developed level on all learning outcome activities.	80% of students perform at the Developed or Highly Developed level on all learning outcome activities for oral communication and 80% of students perform at the Emerging, Developed or Highly Developed level on all learning outcome activities for written	80% of students perform at the Developed level on all learning outcome activities
Link to the Institutional Learning Outcomes	Competency in Active Societal and Intellectual Engagement; Competency in Critical Inter-Disciplinary Thinking	Competency in Critical Interdisciplinary Thinking, Research and Technology	Competency in Written and Oral Communication	Competency in Diversity and Global Awareness; Competency in Christian Understanding; Competency in Christian Practices/Affections

### C. Notable Findings

The refined expansion of our learning outcomes has caused us to make some significant changes over the past few years and inspired us to further examine our E&B curriculum on an on-going basis. Many of the changes are specific to the learning outcomes while still others are only tangentially related to the learning outcomes.

Strengths. When compared to comparable Christian liberal arts colleges (see Appendix 9) we have identified several areas of strength, including but not limited to the following:

- The increase in academic pedigree and teaching acumen of our present faculty (e.g. recent hires hold degrees from Oxford, Columbia, Stanford, the University of Pennsylvania and Cornell) so that all learning outcomes have increased odds of being realized
- The addition of six new courses that align learning outcomes to student interest and the marketplace

- The increase in oral and written requirements and group presentations in several courses to strengthen learning outcome 3
- The addition of a once per year trip to San Francisco/Silicon Valley to network with alums and tour such companies as Apple, Google, Box.com, Salesforce.com and some innovative new start-ups where students interact with Christian alums to strengthen learning outcome 4
- The stronger relationship with Career Development and Calling, including some co-teaching opportunities to strengthen learning outcome 4
- The creation of the new Eaton Center for Entrepreneurship and Innovation to strengthen learning outcomes 1 and 3
- The strong tie with and support for the downtown Center for Social Entrepreneurship to strengthen learning outcome 4
- The collaboration with Mathematics and Computer Science to create a new Data Analytics department to strengthen learning outcomes 1 and 2

Tangential Improvements. Our department has developed, in response to the alumni survey and student demands, five broad yet informal tracks of work for our students, as follows: a) economics; b) management and marketing; c) entrepreneurship and innovation; d) pre-law; and e) accounting and finance. These informal tracks align our curriculum to the post-graduation desires of our students. These informal tracks of work allow one student to prepare for graduate school in economics, another to prepare for the CPA exam and yet another to pursue a start-up venture in Silicon Valley.

Weaknesses. There are a number of anticipated initiatives that are worthy of further examination, including but not limited to the following:

- Further alignment with Career Development and Calling so that students have a consistent system to secure the best internship outcome possible and to strengthen learning outcomes 2 and 4;
- Reduce student's ignorance of our available informal tracks of work that strengthen learning outcomes 1, 3 and 4
- An improved alignment of the courses we offer to general education requirements. Since we have revamped the department, there are better-qualified courses to address core competencies and general education requirements. We will be addressing those issues in the next two years

Research Emphasis. The E&B department has also recognized the value of undergraduate research and we plan to be more intentional in this area in order to improve learning outcome 3. In response to student interest and alumni insight based on persistent comments in the 2009 survey and again in the 2017 survey, and to address this area of historical weakness within our department, we plan to expand our research offerings to a larger number of E&B students beginning in the next calendar year. We also plan to expand our major requirement from 49 units to 53 units in order to include either a) individual research or b) internships for all graduating Seniors as a required part of their curriculum. This change should address learning outcomes 2 and 4.

Growth Challenges. The E&B department has, for the past ten years or more, always been the highest or second highest chosen major. We continue on a growth trajectory (see Figures 3.5 and 3.6, pages 19-20) whereby it may be difficult to sustain quality learning, timely advising and intimate teaching at our current faculty level. Our student:faculty ratio, when compared to other departments on campus and to comparable schools, is higher than average and in some cases significantly higher than average. Due to the popularity of the major across the country, E&B departments tend to bear a heavier teaching load than less popular majors, though several comparable institutions have healthier student:faculty ratios than us. We are hopeful that next spring's addition of a new female adjunct faculty on a 2:2 teaching schedule will alleviate some of our immediate instructional concerns, though to fully relieve these issues and to offer quality instruction throughout the department, we will likely need to add one more business professor and several more adjunct faculty to have our ratios fall into a long-term acceptable and sustainable range.

Gender and Ethnic Challenges. Our female and minority students are underserved. Despite our best efforts to the contrary, we have only been able to secure one full-time non-Caucasian male professor and no full-time female professors despite open national searches for the past few years. The availability of economists is much

larger than the availability of business professionals who desire to teach, yet our current open position is on the business side of our department. We are hopeful that the new adjunct faculty member, who is female, might be developed to the point that she can become one of our full-time professors.

The three main reasons for our inability to be more diverse are compensation, living standards and availability of competent faculty. First, most experienced business people with terminal degrees are financially rewarded far beyond our pay scale and cannot afford the drastic pay cut to move from industry to higher education. Second, Santa Barbara is a very expensive place to live so our high living standard acts as a deterrent to identified candidates, particularly those who live out of state. Third, related to pay scale, the availability of world-class business people who are willing to sacrifice career growth in favor of higher education is quite limited and heavily weighted toward Caucasian males at the end of their careers.

Data Analytics. One highlight in response to market demand due to our global, technological society, was our active involvement, along with the Mathematics and Computer Science departments, in developing a newly approved major in Data Analytics. Some of our faculty members will cross-teach courses in both majors beginning this Fall.

When the identified areas are refined over the next few years, we plan to re-survey our alums to ascertain our department's acumen in the areas of curriculum effectiveness, graduate school preparation, and market readiness. This effort should further identify areas of weakness in our curriculum, research and overall pedagogy as we strive to improve our department.

Finally, it is noteworthy that we have made some significant changes to our curriculum over the past 6 years, including but not limited to the following:

1. Added the following courses:
  - a. EB 107 Business at the Bottom of the Pyramid
  - a. EB 130 Financial Statement Analysis and Earnings Management
  - c. EB 150A Theology and Economics of Wealth and Poverty
  - d. EB 150F Game Theory
  - e. EB 150G Contemporary Business Issues
  - f. EB 150H Economic Analysis of Law
2. Revised the following existing courses:
  - a. EB 140 Executive Leadership moved from EB 150 Seminar in Executive Leadership
  - b. EB 191 Entrepreneurship and New Venture Development now requires active engagement with a global non-profit whereby the students write a business plan and consult with the non-profit
  - c. EB 192 Change and Innovation is scheduled to have a more robust writing component
3. Revised the requirements within the department to include:
  - a. Either EB 020 (Research and Forecasting) or EB 030 (Corporate Finance) by lowering the Corporate Finance class from upper division to lower division to assure that more students have finance or research experience prior to graduation

#### **D. Next Steps**

As stated above, the Economics & Business curriculum has changed substantially over the past few years. This assessment effort has revealed additional areas of improvement and has encouraged us to launch a full review of our curriculum rather than piecemeal changes. We look to take the following steps in the near future.

Increase to 53 units. Currently, the E&B major curriculum requires 49 units. We have need to add an internship/research component and to move from 49 required units to 53 required units, which we will do, pending approval, beginning in Fall 2018. This additional course of either an internship experience or an individual research project is a result, in large part, of the past two alumni surveys that highlighted the need for marketplace experience and competent research prior to graduation. These findings have been anecdotal



yet repeatedly reaffirmed during numerous one-on-one conversations with alums from several eras. Taken together, it is evident that this change will specifically address learning outcome 2.

Additional Courses. From the results of this assessment process, it is evident our department needs to offer additional courses to our diverse students if they are to remain relevant and attractive to the marketplace. The additional courses will be a mixture of both the quantitative and qualitative skills that will be needed in order for our students to be prepared beyond graduation. The addition of our four full-time instructors who have all been hired since the last assessment is a move in the right direction. The addition of our 2:2 female adjunct faculty member will further enhance our offerings. We will continue to ascertain the needs of the marketplace and to compare and contrast our course offerings with similar institutions to keep pace with the course requirements demanded.

Specifically, we aspire to make the following changes to our curriculum:

1. Aspire to add the following courses in the next 24 months:
  - b. EB 150K Organizational Behavior and Management (Spring 2018)
  - c. EB 150L Advertising and Integrated Brand Promotion (Spring 2018)
  - d. EB 150M Negotiations and Diplomacy (Fall 2018)
  - e. EB 150N Executive Strategy (Spring 2019)
2. Aspire to revive the following courses which have not been offered recently:
  - f. EB 116 Anti-Trust and Regulatory Environment of Business
  - g. EB 145 Business Ethics

Increased Department Budget. We serve more students than any other academic department on campus. Based on the internal institutional metrics established for teaching loads, our collective course load relative to faculty in other departments clearly demonstrates that we carry a much heavier teaching load than most faculty members. The higher teaching load, combined with the type of content being taught, will require more teaching assistance if we are to remain responsive and credible. Our department budget should be significantly higher and should fall within an acceptable range to other departments, the variable portion of our budget calculated on expenditures per student.

Increased Staffing. Over the next two years we will continue to assess the teaching and scholarly acumen of our faculty and to monitor numerical growth of students within our department. Should our numbers continue to grow, we will begin the assessment process of whether we should request the hiring of yet another full-time faculty member.

Increased fund raising. We need to complete the fund-raising necessary both to endow the Eaton Center for Entrepreneurship and Innovation and to fund other departmental initiatives, including but not limited to a speaker's series, alumni gatherings and expanded research projects.

Conclusion. We have made material changes to our curriculum and to our faculty to better equip our students for graduate school eligibility and to market demands. We are pleased to report positive camaraderie amongst our faculty, better alignment of expertise to courses taught, and relatively high satisfaction amongst both our current students and recent alums. We are excited about our future.

## **2. DEPARTMENTAL MISSION AND ROLE WITHIN THE COLLEGE**

### **A. Departmental Contribution to the College Mission**

The Mission of Westmont College is as follows:

Westmont College is an undergraduate, residential, Christian, liberal arts community serving God's kingdom by cultivating thoughtful scholars, grateful servants and faithful leaders for global engagement with the academy, church and world.

To make its ultimate contribution to the world, Westmont concentrates its efforts in five areas: Christian, liberal arts, residential, undergraduate and global. Further expansion of the college's mission statement can be found in the Institutional Learning Outcomes (ILOs)<sup>2</sup>.

To reiterate, the Mission of Westmont's Economics & Business Department is as follows:

Our mission is to provide a comprehensive program of study in both economics and business and to guide students in their intellectual, moral, and spiritual growth. We desire for every student to:

- attain quantitative and analytical skills
- develop their reasoning and discernment
- improve their written and oral communication skills
- mature as inventive problem solvers, and
- deepen their worldview about the intersection of faith and the marketplace

The Economics & Business Department intersects the college's mission and learning outcomes at several critical levels. At the most fundamental level, our department promotes a liberal arts perspective of the world by exercising both sides of the mind (qualitative and quantitative), developing reasoning, and recognizing the value of solid written and oral communication skills. Our focus, by default, is in a residential setting and is purposely focused exclusively on undergraduates. At the global level, our department recognizes and embeds into our curriculum numerous opportunities to study abroad and to use what is learned in the classroom for others, including several re-crafted courses to now offer a more global perspective, and some new classes to further enhance our global perspective. Finally, the E&B department has made significant internal efforts to embed a distinctly Christian perspective on business and economics into every class taught.

As a department, we are intentionally involved with students in a personal way to refine their skill set and to encourage their ethical and scriptural engagement with the marketplace. Further, we help foster proficiency in a broad spectrum of sub-disciplines so that students are capable and qualified to pursue graduate studies in micro-, macro- and behavioral-economics, business and administration, corporate law, international development and other related fields. We expect to produce students who are broadly knowledgeable about the underlying theories of economics and the specific aspects of business by being adept about the connections between theory and practice. We plan to deepen each student's analytical and quantitative skills so that they can better navigate our technologically-driven society. As an evangelical Christian college, we want our students to be salt and light in the often-dark world of business by loving God and loving people in every sphere of society.

## **B. Departmental Contributions to General Education**

Between students choosing to major or minor in E&B, or simply choosing to take a class or two to complement their academic pursuits in other fields, our department touches roughly 1 in 5 students on campus, or 20% of all students enrolled at Westmont. We as a department engage students at every level to better understand issues involving the interaction of economics and business with other academic disciplines, the Christian faith and the world at large. Our work is directed toward fulfilling this mission with several groups of students, most of whom have chosen to major in Economics and Business.

Understanding Society. Some students take E&B courses as required for background study in other majors such as Political Science or History. The two specific courses that satisfy the Common Inquiries Understanding Society requirement are our two Principles of Economics classes. As many as 70-80 students per year enroll in Principles of Macroeconomics (EB 011), while as many as 50-60 students per year satisfy

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<sup>2</sup> Seven Institutional Learning Outcomes are a subset of intended outcomes and serve as tools identifying what students will be able to *demonstrate, produce or represent* as a result of what and how they have learned at Westmont. They include 1. Christian Understanding, Practices, and Affections, 2. Global Awareness and Diversity, 3. Critical Thinking, 4. Quantitative Literacy, 5. Written Communication, 6. Oral Communication and 7. Information Literacy

this requirement by taking Principles of Microeconomics (EB 012).

Thinking Historically. To fulfill the Common Inquiries Thinking Historically requirement, students may enroll in EB 103 History of Economic Thought or EB 120 American Economic History.

Thinking Globally. To fulfill the Common Inquiries Thinking Globally requirement, students enroll in EB 104 World Poverty and Economic Development or EB 184 Globalization. A new course, EB 107, Business at the Bottom of the Pyramid, and a revised course, EB 191 Entrepreneurship and New Venture Development will both be requesting Thinking Globally status in the 2018-19 school cycle since both courses strongly emphasize a global perspective on business, and one (EB 107) requires travel to Haiti as part of the curriculum.

Writing Intensive. In addition to our teaching in support of Common Inquiries, we also address our students' need to grow in their ability to communicate well with the writing-intensive courses for our majors – EB 103 History of Economic Thought, EB 120 American Economic History, EB 160 Principles of Marketing, EB 180 Principles of Management, and EB 191 Entrepreneurship. We will likely be requesting that additional courses be added to the Writing Intensive Common Inquiry since these courses include (and often exceed the existing designated courses in) extensive written or oral presentations and writing intensive requirements. EB 107, EB 140, EB 190 and EB 191 are the courses which should qualify for consideration as being Writing Intensive.

Production and Presentations. To fulfill the Productions and Presentation requirement, students may take EB 191 or EB 192. We also provide group presentations in EB 140 Executive Leadership and may request that this course also be eligible for consideration.

Major Discipline/Competent and Compassionate Action. All students majoring in Economics and Business fulfill the Integrating the Major Discipline section of Competent and Compassionate Action by taking EB 195 during the final semester by taking Senior Seminar.

Serving Society. Students who take EB 160 Principles of Marketing and EB 190SS Practicum meet the requirement for Serving Society, Enacting Justice. We will likely petition the college to include both EB 191 Entrepreneurship and New Venture Development, and EB 107 Business at the Bottom of the Pyramid to be included in Serving Society since the former consults with non-profits in a semester-long, very active way, and the latter travels to Haiti and to date has helped to start 39 small businesses with people who formerly made less than \$1USD per day.

Guest Speakers. Our Economics and Business Speaker Series has presented a variety of speakers who have brought international and domestic economic policymaking experience and/or business and economic research backgrounds to our EB students as they make an in-depth presentation on a current policy issue. Students have the opportunity to dialogue with the speakers both formally on campus and often in an informal setting off-campus over dinner.

The following were guest speakers for each academic year from 2011-2017:

- Victor Claar, Henderson State University (2016-17)
- Steven Fellows, Cottage Hospital (2016-17)
- Winnie Fong, Wheaton College (2015-16)
- Anne Bradley, Institute for Faith, Work and Economics (2014-15)
- Enrico Manlapig, Deloitte and Touche (2013-14)
- Steve Rundle, Biola University (2012-13)
- Robin Klay, Hope College (2011-2012)
- Judith Dean, Brandeis University (2010-11)

Honor Society. Each academic year Westmont's Alpha Pi chapter of Omicron Delta Epsilon (ODE), the national Economics Honor Society, hosts an induction banquet of ODE students. At the banquet the EB guest speaker, typically an economist from a Christian college, university, business firm, or government agency, will address the students on topics such as 'the business value of the economic way of thinking' or 'the challenges facing a Christian doing graduate work in economics.' Students are challenged to reflect on the value of active intellectual engagement and critical thinking about current economic policy questions.

### C. Departmental Contributions to Other Programs

We enjoy collaborating with other faculty members and other departments on campus. We have significant investment in the following initiatives on campus:

- Center for Social Entrepreneurship. Many of the courses taught at the new downtown location for the Center for Social Entrepreneurship have been in the Economics & Business department and taught by E&B faculty, including EB 105 Business Law, EB 107 Business at the Bottom of the Pyramid, EB183 Social Entrepreneurship and Community Action (taught by non-EB faculty but Center Director Rachel Winslow), EB 191 Entrepreneurship and New Venture Development and EB 192 Change and Innovation.
- Data Analytics. Several members of the E&B faculty, particularly Enrico Manlapig, were instrumental in creating, guiding and supporting the new major titled Data Analytics. E&B faculty will be teaching various courses within this new major.
- Eaton Center for Entrepreneurship and Innovation. We created a new center for entrepreneurship and innovation that will begin to offer school- and community-wide opportunity to attend a speaker's series.
- Off-campus programs. Several of our students participate in off-campus global programs, including programs that are targeted at EB students: International Business Institute (IBI), King's College London, American University Paris and Lithuania University, Lithuania. Edd Noell teaches on the IBI program.
- San Francisco/Silicon Valley. We as a department support an on-campus business club that sends a busload of students to visit our San Francisco facility. Students visit San Francisco and Silicon Valley once per year to network with alums in the area and to tour facilities, attend job fairs, network with non-alums and attend church together. Guided tours by employees (alums) have taken place at Google, Apple, Box.com, Salesforce.com and about a dozen other companies. Subsequent interviews and job offers have resulted from these weekend encounters. We also send students to the San Francisco Summer program for internships.
- Academic Senate. Edd Noell has served on the Academic Senate from 2014 to the present.
- Program Review Committee. Martin Asher has just begun to serve on the Program Review Committee.
- Retirement and Investment Committee. Enrico Manlapig served on the Retirement and Investments committee from Fall 2015 to Spring 2017.
- Faculty Personnel Committee. Enrico Manlapig currently serves on the Faculty Personnel committee.
- Other. From 2010 to the Fall of 2012, Rick Ifland was a Trustee who helped raise \$50 million as Trustee Chair of the Bright Hope For Tomorrow that was instrumental in building Adams Center and Winter Hall. He served as past Chair of the Development Committee, past Chair of the Strategic Planning Committee, and Member of the Finance Committee, all of which directly contributed to the well-being of several departments on campus.

## 2. STATISTICAL INFORMATION

### A. Data Sources and Discussion

Our full-time faculty has extensive teaching experience and responsibilities. Our major has been either the highest or second highest attended major on campus over the past decade. The information and data on

faculty loads and characteristics of our students, including graduating seniors, were obtained from institutional sources and may be subject to modification. These data represent our best efforts to accumulate accurate information for this report.

The E&B department regularly met together to work on this assessment effort throughout the 2016-2017 school year to finalize this report. These meetings and the informal, interim efforts between meetings were proven to be most effective when we divided the workload amongst the full-time faculty based on the courses taught which directly assessed the respective learning outcomes.

## **B. Program Statistics**

### 1. Faculty

#### a. Full-Time Departmental Faculty (by start date)

The Economics & Business Department depends primarily on the following faculty members for the bulk of the classes taught (in order of hire): Edd Noell, Coby Harmon, Rick Ifland, Enrico Manlapig, and Martin Asher. All teach full-time course loads. Our full-time faculty taught 74% of our courses over this assessment period. Four other instructors within the department contribute to the E&B curriculum as Adjunct or Clinical Professors and include the following people: John Tynan, Paul Bradford, and Ramon Gupta, all of whom generally teach either one course per semester or one course per year. Barbara DeVivo begins a 2:2 teaching schedule in Spring 2018. Profiles and teaching loads are provided in Appendices 1A, 1B, 2A, and 2B, and detailed curricula vitae and professional development plans and reports are presented in Appendix 8. A brief narrative of each person's background, course load and accomplishments since our last assessment are listed below.

#### **Edd Noell.**

Edd Noell is a Professor who joined the Westmont faculty in 1986. Dr. Edd Noell received the Faculty Researcher of the Year award in 2015. He has authored *Economic Growth: Unleashing the Potential of Human Flourishing* (with Stephen Smith and Bruce Webb; AEI, 2013); and *Reckoning with Markets: Moral Reflection in Economics* (with James Haltzman, Oxford, 2012), made 15 conference presentations, authored a book review, edited two symposiums and served as book review editor for a journal, received 7 grants and served on six committees. Dr. Noell has co-directed the Westmont Europe Semester and international economics and business programs in Asia and Europe. He serves as vice-president of the Association of Christian Economists. Professor Noell's research has been published in the *Journal of Markets and Morality*, *History of Political Economy*, *Faith and Economics*, *Social Science Journal*, and the *Journal of the History of Economic Thought*. He earned a doctorate in economics at Louisiana State University, an M.B.A. at the University of Texas (Austin) and a bachelor's degree at Texas Tech University. Dr. Noell teaches Principles of Macroeconomics; Intermediate Microeconomics; Money, Banking, and Financial Markets; History of Economic Thought; Globalization: Economic History, Controversy and Prospects; Theology and Economics of Wealth and Poverty; American Economic History; Comparative Economic Systems; The Modern Chinese Economy; and Senior Seminar.

**Coby Harmon.** Coby Harmon is a Clinical Professor who joined the Westmont faculty in 2009. He began his career in public accounting with the firm Arthur Andersen & Co. in Los Angeles and Tulsa before joining Bartlett, Pringle and Wolf in Santa Barbara. He has taught accounting for 28 years at UC Santa Barbara and served in several administrative capacities related to the UCSB Accounting Program. Mr. Harmon has a 3:3 teaching load that includes EB003 Principles of Accounting, EB 012 Managerial Accounting, EB125C Intermediate Accounting I, EB125D Intermediate Accounting II, EB125E Tax Accounting, EB170 Auditing and EB130 Financial Statement Analysis and Earnings Management. While at Westmont, he has helped to expand the course offerings in accounting to include Cost/Managerial Accounting, Auditing, and Financial Analysis and Earnings Management. His published teaching materials include supplements for several textbooks. He graduated from UC Santa Barbara and is a certified public accountant.

**Rick Ifland.** Rick Ifland is an Associate Professor who joined the department in 2012 after serving on the

Board of Trustee and the Board of Advisors of the college for a number of years. He is the founding Director of the Eaton Center for Entrepreneurship and Innovation. Rick co-teaches EB 140 Executive Leadership with President Gayle Beebe. He also teaches EB 107 Business at the Bottom of the Pyramid, EB 190 and EB 190SS Internships/Practicum, EB 191 Entrepreneurship and New Venture Development and EB 195 Senior Seminar (previously co-taught with Edd Noell for the Spring semester) and will be teaching EB 192 Change and Innovation and another new course, EB 150 Executive Strategy in the years ahead. Rick presented a Westmont downtown lecture in 2014 on Globalism, Micro Finance and Social Business, provided guest lectures for the downtown Center for Social Entrepreneurship, provided a guest lecture to the Augustinian Scholars, a lecture to parents of prospective students during Preview Days and has provided several lectures/updates to the Board of Advisors on the status of the EB department. He also authored a paper on Micro Finance in Haiti for Westmont magazine and co-hosted a national convening of Christian entrepreneurial scholars with the American Enterprise Institute in Washington, DC. Rick is a Westmont E&B alum, received his MBA at The Gatton School at the University of Kentucky, a Master's degree in International Law from the University of Oxford, and was awarded a D.Sc. (*Honoris Causa*) for his work on HIV/AIDS prevention throughout Africa and for his work on the historic elections in Afghanistan and Iraq. He also serves as the CEO of Omega Ophthalmics LLC, President of Barna Global LLC, and the Managing Partner of Oxford Holdings LLC. During his teaching tenure at Westmont he has secured 19 medical device patents and has 46 patents pending both domestically and internationally.

**Enrico Manlapig.** Dr. Enrico Manlapig joined the Westmont faculty in 2014. Dr. Manlapig spent two years as an Assistant Professor of Economics at Hope College before taking a consulting position at Deloitte Financial Advisory Service, where he specialized in decision analysis, Dodd-Frank Stress Testing, and complex derivative valuation. Though relatively new to Westmont, Dr. Manlapig has already introduced a new course titled, "Game Theory" and was one of the co-creators of the new interdisciplinary major in Data Analytics, which debuted in Fall 2017. Dr. Manlapig graduated from the University of Queensland with degrees in both Economics (Economic Statistics) and Commerce (Corporate Finance). He attended graduate school at Columbia University, earning a Ph.D. in Economics. Dr. Manlapig frequently incorporates field trips as well as stellar outside speakers into his classrooms including but not limited to Elayne Ko of Pfizer, Elayne Lim of Nomura Group, Phil Beccue of White Deer Partners, Rahul Rangan of McKinsey and Company, Matt Fore of the Santa Barbara City Council, Scott Labate of Yardi Systems, Jenn Giampaolo of Arthur Gallagher & Company, Heather Rupp of Peritus Asset Management and Arthur Munoz of Bank of the West. His students have toured Cottage Hospital and met with their COO, Steven Fellows. Dr. Manlapig served on the Retirement and Investment committee from Fall 2015 until the Spring of 2017. He currently serves on the Faculty Personnel committee. Dr. Manlapig teaches Principles of Corporate Finance, Business Research and Forecasting, Applied Management Science, Principles of Microeconomics, and Game Theory. His classes represent approximately a third of the major's core curriculum.

**Martin Asher.** Dr. Martin A. Asher joined Westmont College's Department of Economics and Business in 2016, having spent the previous 20 years teaching at the Wharton School of the University of Pennsylvania, where he retains his appointment as Adjunct Professor of Finance. Though new to Westmont, Dr. Asher has already launched a new course titled "Economic Analysis of Law", a course he taught at Wharton. He is also working on a Speaker's Series to launch this Fall, is giving the Downtown Lecture Series lecture in October on "What will the Fed do next? What's ahead for the U.S. economy?" Dr. Asher has also served on a faculty panel for the Gaede Institute's Reel Talk series on "Inequality for All", and has been a participant in the UCSB Economics Forecast Project. Further, he has recently joined the Oral Communication Assessment Task Force and the Program Review Committee. His career has included positions in the private sector, the public sector, and in academia. Dr. Asher has provided expert economic testimony in antitrust cases involving allegations of price fixing and market allocation, has analyzed class certification issues, and constructed damage models in a variety of cases covering a wide range of industries. He was the court-appointed expert in the largest gender discrimination damages case in the United States, and conducted contract research and evaluation for the U.S. Department of Agriculture and for the Commonwealth of Pennsylvania's Departments of Public Welfare and Health. Dr. Asher received his PhD and MA in Economics from the University of Pennsylvania and his BA in Economics from Stanford University. Dr. Asher's current teaching includes Principles of Microeconomics, Principles of Macroeconomics, Intermediate Macroeconomics, and Economic Analysis of Law. He received many teaching awards at the Wharton School

for his teaching of these same courses. He is a Santa Barbara native who has returned after a 40 year hiatus on the east coast.

b. Part-Time Instruction (by start date)

Over the period of this assessment interval, an average of 26% of E&B units were taught by adjunct faculty. The profile of our part-time faculty and their faculty loads are provided in Appendix 2. Given the gap in securing enough FTEs, the courses regularly taught by adjuncts are EB 105 Business Law, EB 180 Principles of Management, EB 160 Principles of Marketing and EB 192 Change and Innovation. Since, during much of this assessment interval our department was down one or two FTE, during which time we relied heavily on adjuncts to teach several of these mainstay courses, this data appears to be too high on Adjunct teaching as a percentage of overall teaching. It was rectified slowly as each new hire was secured.

**John Tynan.** John Tynan is the president and founder of TynanGroup, Inc., leading one of the fastest growing companies in the nation, appearing at #58 on the Inc. Magazine 500 list. It is a leading hospitality development services firm with a diverse client base of private developers, public entities, investment funds, and hotel operating companies. John's successes in business have catapulted his firm from one office in Santa Barbara, California, to offices nationwide with an international project base. Prior to founding TynanGroup, John spent nearly a decade managing the construction of luxury resort and hotel projects for Hyatt Corporation. As Vice-President of Planning and Construction, he successfully oversaw the entitlements, design management and construction of more than \$2 billion in real estate development. Well respected in his field, John is a frequent speaker with industry and trade publications as well as conventions, Fortune 500 corporate retreats and universities. He sits on the University of Notre Dame Ireland Advisory Council and is an Irish American Magazine 100 top Irish-American businessman in the United States. John earned a B.S. in Civil Engineering from the University of Illinois and an MBA from DePaul University, Chicago. John regularly rotates the following courses: EB 125 Real Estate Finance/Accounting, EB 180 Principles of Management and EB 150G Contemporary Business Issues.

**Paul Bradford.** Paul is a 30-year marketing veteran with significant marketing expertise in customer research, message development, public affairs, and strategic communications in industries including real estate, technology, finance, and communications. He is currently an adjunct professor in Economics and Business as well as heading up the Office of Career Development and Calling. Bradford has worked for clients in the wireless, real estate, education, political, and technology sectors where he has taken market research data and crafted it into compelling and successful marketing plans and communications. Bradford served as the Director of Customer Marketing for a publicly-traded technology company, Director of Marketing and Communications for a real estate development firm, Chief of Staff for a County Supervisor, and a senior account manager for an award winning strategic communications firm where he successfully ran countless market research and public affairs campaigns. He has an MBA from Pepperdine University, and a B.A. in Economics/Business from Westmont College. He serves on the board of directors of the Santa Barbara Athletic Roundtable, and has served on the local Board of Directors of Habitat for Humanity, Santa Barbara PONY Baseball Board, Goleta Chamber of Commerce Board, and the Douglas Family Preserve Advisory Committee. Paul has previously taught EB 160 Principles of Marketing and EB 192 Change and Innovation and is transitioning toward teaching both semesters of EB 190 Practicum/internships.

**Ramon Gupta.** Ramon Gupta, Esq., is a partner with the law firm of Mullen & Henzell, L.L.P. in Santa Barbara, California. He concentrates his practice in the areas of business and real estate finance, commercial property development, real estate acquisitions and dispositions, and business entity formations and transactions. His experience includes assisting clients with public and private debt and investor financing as well as troubled-loan workouts and foreclosure proceedings. He has worked with clients on residential, hotel and other commercial property developments, leasing, land use and purchase and sale transactions. He has represented start-up businesses in formation planning and documentation, and established businesses with restructuring and mergers and acquisitions. Prior to joining Mullen & Henzell, L.L.P. Ramon worked as a tax consultant in the Seattle office of Deloitte & Touche. Ramon graduated from Westmont College in 1994,

Magna Cum Laude, with a Bachelor of Arts degree in Economics and Business. He furthered his studies at the University of Washington School of Law graduating with a Juris Doctorate degree in 1998. He is currently the adjunct professor of Business Law EB-105. He also serves on the board of directors of the Santa Barbara Rescue Mission.

**Barbara DeVivo.** Barbara is scheduled to complete her Ph.D. in 2018 and will teach a 2:2 schedule to include Principles of Marketing and three new courses in her fields of executive experience and scholarship: Organizational Behavior & Management, Diplomacy and Negotiation, and Advertising and Brand Management. Barbara earned a B.S. in Policy Analysis and Management from Cornell University, an MBA from Mercer University, and is a Ph.D. candidate at the University of Albany, SUNY where her research focuses on Organizational Behavior Theory & Healthcare Management. She taught MBA courses at Union College Graduate School of Management, and taught Market Research, Principles of Marketing, Advertising and Promotion, Negotiation Skills at the University of Memphis, Fogelman College of Business and Economics.

c. E&B Faculty and Units Taught

As shown in Fig 3.1 the total E&B units taught annually over this assessment period has remained relatively consistent with a low of 110 units to a high of 122 units. The differences are mostly due to faculty sabbaticals, paternity leave, and transition from temporary or adjunct positions to full-time positions. The overall average E&B units taught during this assessment period is 117 units. Of these units, an average of 74% were taught by our fulltime E&B faculty and 26% taught by adjunct or clinical professors. If we isolate 2014 as an aberration due to transitions and sabbaticals, an average of 79.5% were taught by full-time faculty and 20.5% taught by adjunct or clinical professors. In our department, it is common to have subject matter experts teach as adjuncts on the business side of our course offerings. Given that 24 units reflect a fulltime equivalent (FTE), the E&B department’s average FTE over this assessment period has been 4.875. For most of the time period of this assessment, our department operated with 3 or 4 full-time professors and as a result of this teaching shortage we were unable to offer all the classes desired. As our department staffing has normalized, and as student demand has increased, it is anticipated that we will offer more classes to more students so both the demand for additional courses and the challenge to deliver them will likely increase. The data provided includes administrative responsibilities such as department chair.

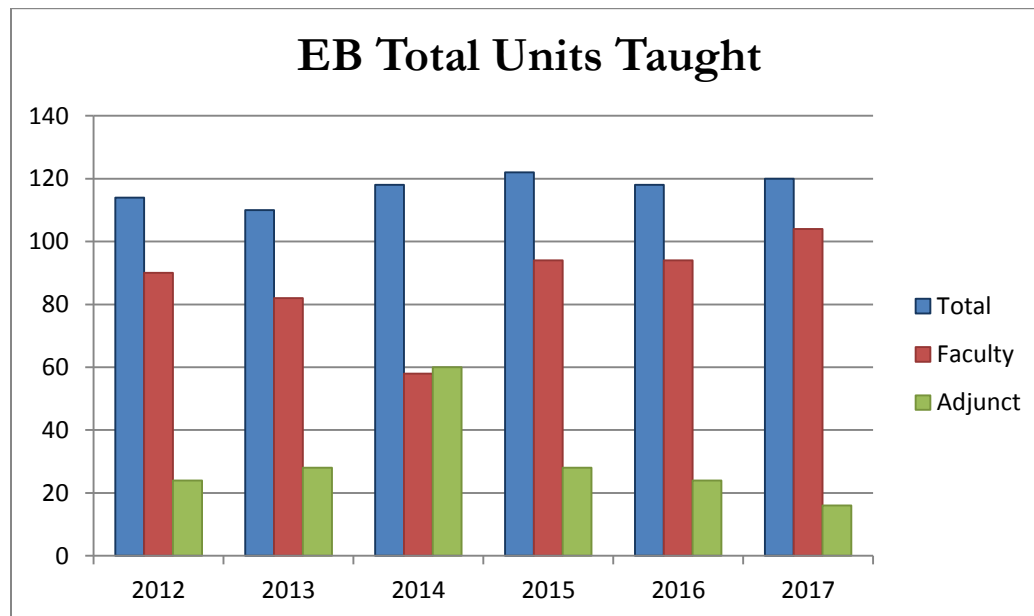


Figure 3.1. Distribution of E&B units taught by faculty and by adjuncts

Although the units taught have remained relatively constant over this assessment interval, the number of students in our classes has not. Figure 3.2 compares the student credit hours (students x units taught) to the faculty credit load. Figure 3.3 provides a students per class ratio. In the 2011-2012 school year the average



student to teacher ratio for 4 unit classes was 23. The number temporarily shifted lower during the 2014-2015 school year due to lack of availability of teachers rather than lack of demand for the major. Once staffing increased, the numbers also increased and in the 2016-17 school year it was at an all-time high of 32. To compound the growth challenges, the waiting list for many entry-level courses continues to grow as the demand for the major continues to grow. To accommodate the demand for the Fall 2017 classes in our core lower division courses, we have had to offer an additional time slot for the same class, effectively using faculty resources to accommodate lower division demand by offering fewer courses by that faculty member in the upper division courses offered. This temporary fix is not sustainable if we plan to offer an appropriate array of upper division courses that our students deserve.

In sum it is clear that our average EB class size contributes negatively to the advertised low average class size of the college and will continue to negatively and significantly impact this ratio.

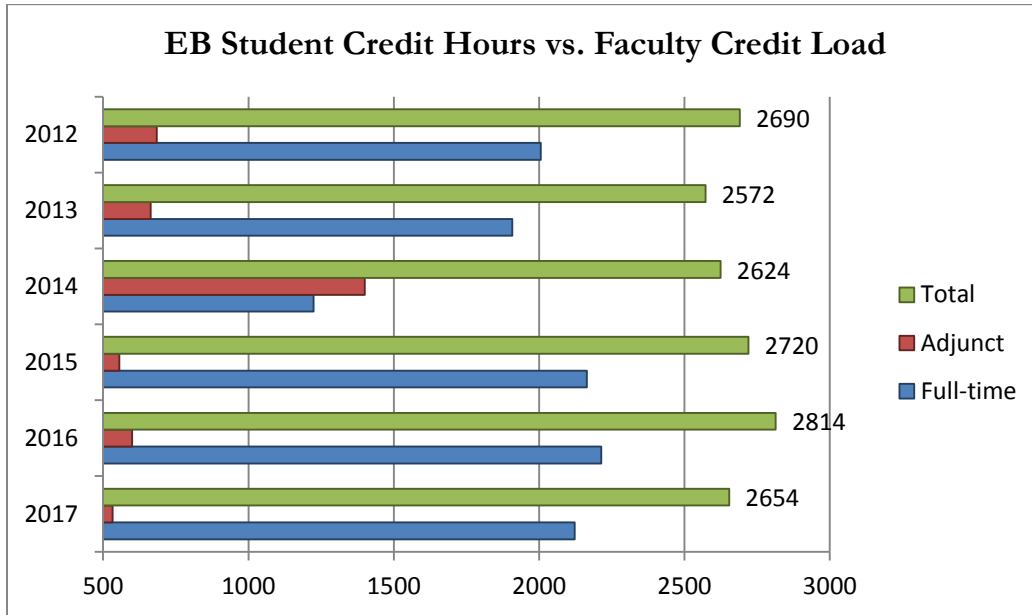


Figure 3.2. Total E&B student credit hours taught by faculty

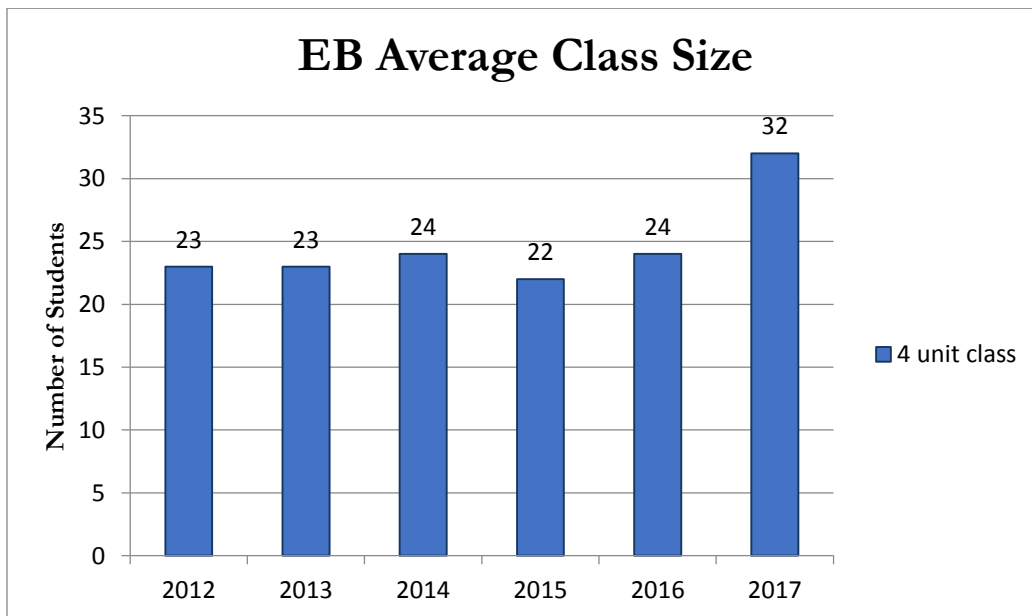


Figure 3.3. Average E&B class size

d. Faculty Advising

A considerable time burden for each full-time E&B faculty member is the sheer number of students we advise. Currently, and just recently and fortunately, we now have five trained faculty to serve as advisors. Until this past year, most of the burden had been on two or three faculty members who had advising loads that averaged over 70 students each. Figure 3.4 shows the advising loads shouldered by our faculty over the past six years. The counts reflect those who have declared E&B as a major, minor or undeclared. Our average advising load for the past five years was 164 students per year. We would like to acknowledge and thank the Registrar's office for diverting some additional undecided students toward other departments so that the numbers did not swell even higher.

As is evident in Table 3.4 below, the advising burdens placed individually on our professors and collectively on our department far exceed the respective burdens placed on the average faculty member and on the typical department on campus. Data reveals that over the past several years, our individual burden ranges from 213% to 341% of the average professor's number of students advised. The overall average since 2012 per individual professor is a burden that is 248% larger than the average load for a professor on campus. Further, the data reveals that our department advises from 214% to 278% more students than the average department. The overall average since 2012 is a burden that is 240% larger than the average department.

While these numbers reflect the happy problem that we have a popular department – and that we should therefore have a high advising burden – they also reveal that our department is significantly under-staffed relative to less populated departments and that, as a result, we are clearly bearing more of an advising (and teaching) burden than our colleagues. This challenge has persisted for years and is difficult to sustain at a level of excellence that our students deserve.

So, while we enjoy the task of advising our students, it would be our strong recommendation either to a) spread the advising load across more non-EB faculty members until such time as a student declares EB as their major; b) spread the advising load of First Year and Second Year students across more faculty members and allow our department to advise students only when they achieve upper division status and have declared as an EB major; c) a combination of a) and b); or, d) some offsetting credit (e.g. serving on a committee) for bearing a burden that should be a load shared by the entire faculty. Regarding item d), we would all enjoy becoming more involved with on campus activities and feel that, since we have the largest major, we have much to offer the campus at large but we find that, due to our heavy teaching and advising loads, we do not enjoy the same amount of free time as our colleagues. Similar to our comments regarding our teaching load, we feel it would be appropriate for the administration to recognize our contributions with the students as being at least equal to the contributions made by serving on committees or other administrative duties.

**ADVISING LOAD**

	WC AVG PER PROF	EB AVG PER PROF <sup>3</sup>	OVER/UNDER	WC AVG PER DEPT	EB DEPT AVG	OVER/UNDER
2012/2013	17	40	235%	74	158	214%
2013/2014	17	58	341%	72	173	240%
2014/2015	17	38	224%	77	191	248%
2015/2016	15	32	213%	58	161	278%
2016/2017	15	34	227%	61	136	223%
AVERAGE OVER LOAD		40.4	248%		164	240%

Table 3.4

<sup>3</sup> This number assumes five full-time professors advising students over the assessment period, when in fact we had far fewer advisors due to our transitions. If we used our historical number of advisors, the load would increase dramatically.

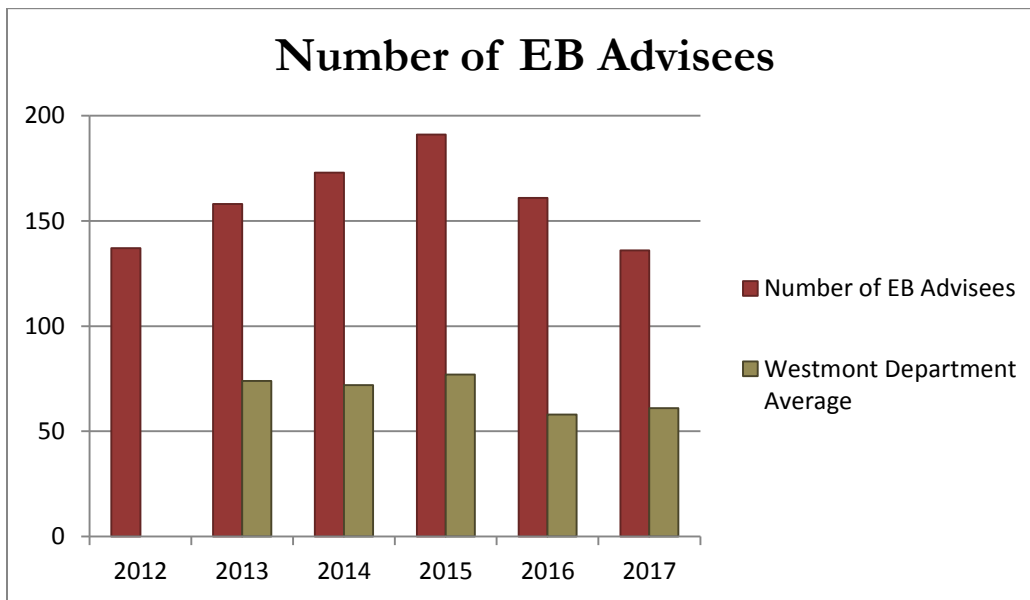


Figure 3.4. E&B advising loads

## 2. Characteristics of Economics & Business Majors

### a. Numbers of E&B Declared Majors

As shown in Figures 3.5, 3.6 and 3.7 the Economics & Business Department had declared counts of between 81 and 98 majors between 2012 and 2017 (annual average = 95). Our department currently represents the highest number of declared majors of any department and represents 14% of all students. When combined with declared E&B minors, our department plays a significant academic role to approximately 20% of our student population. Of particular note is the 2016 and 2017 data that demonstrates our continued rise as the largest department with respect to declared majors.

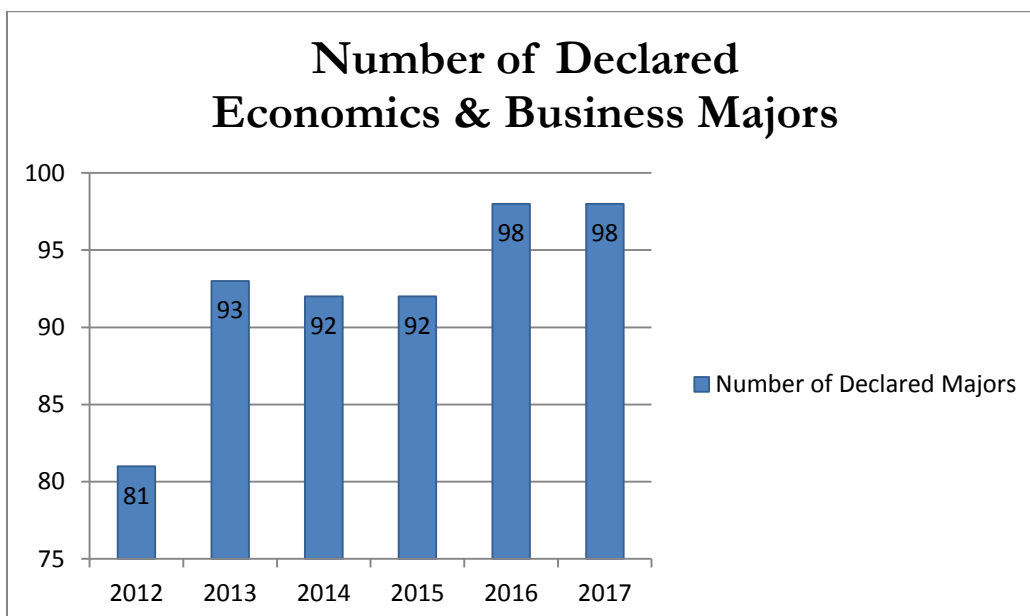


Figure 3.5. E&B declared majors

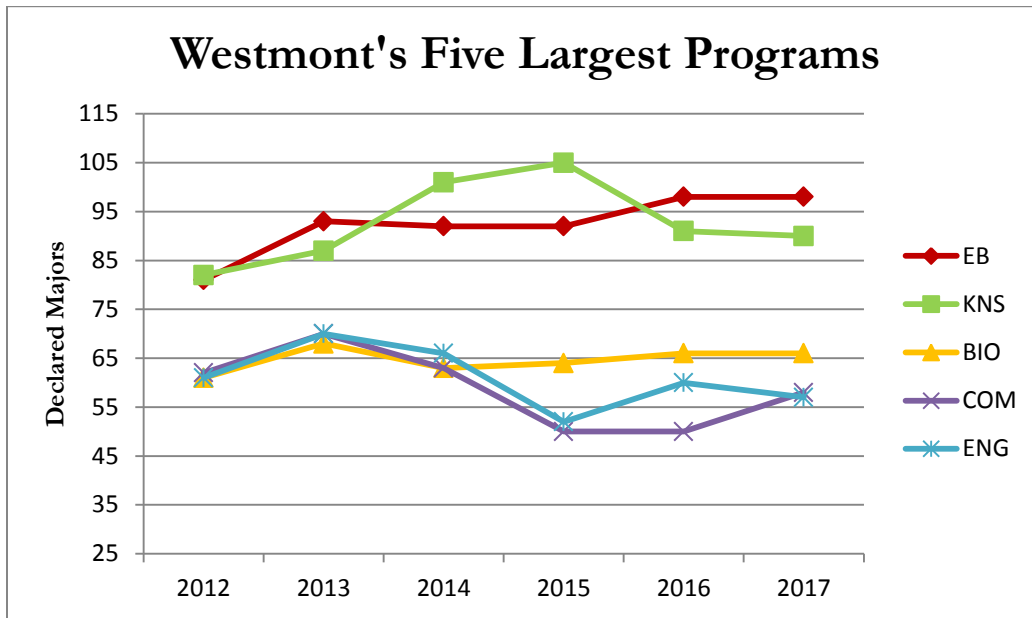


Figure 3.6. Declared major counts of the college's five largest departments

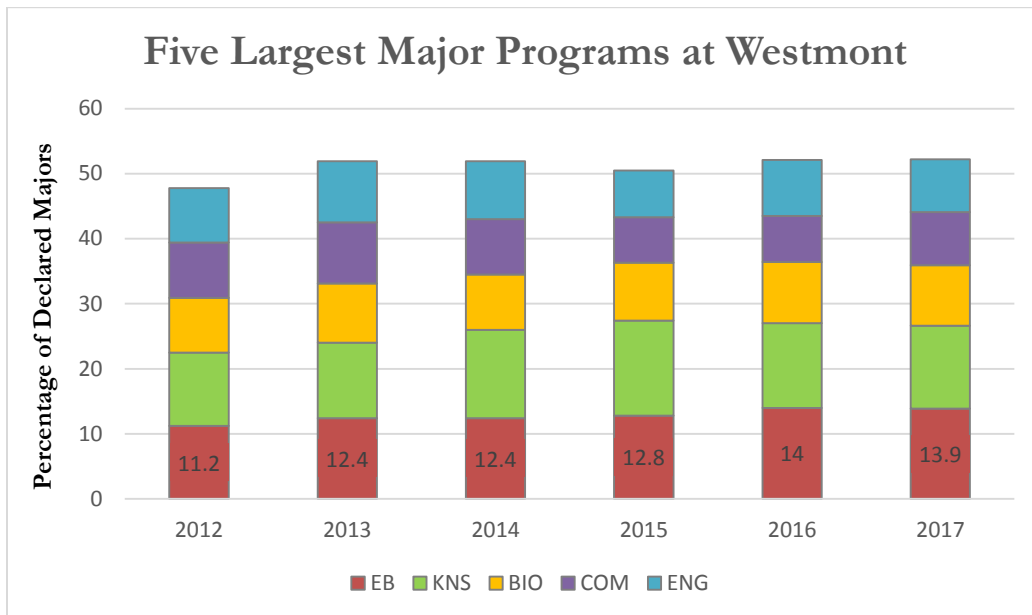


Figure 3.7. Declared major percentages of the college's five largest departments

#### b. Characteristics of Graduating Classes

Figure 3.8 shows the number of graduating EB seniors since 2012. The trend of graduating seniors approximates the trend we see in the declared major data, both trends showing recent growth trajectories even amidst significant change in our department. When compared to the five largest majors, our EB majors ranked first in the most recent school year.

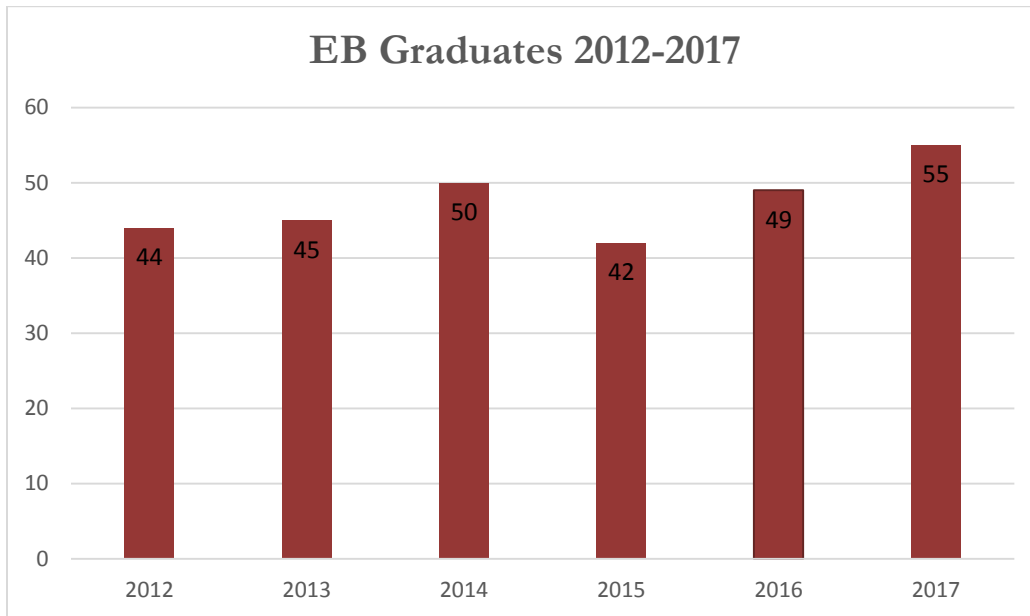


Figure 3.8. E&B graduates by year

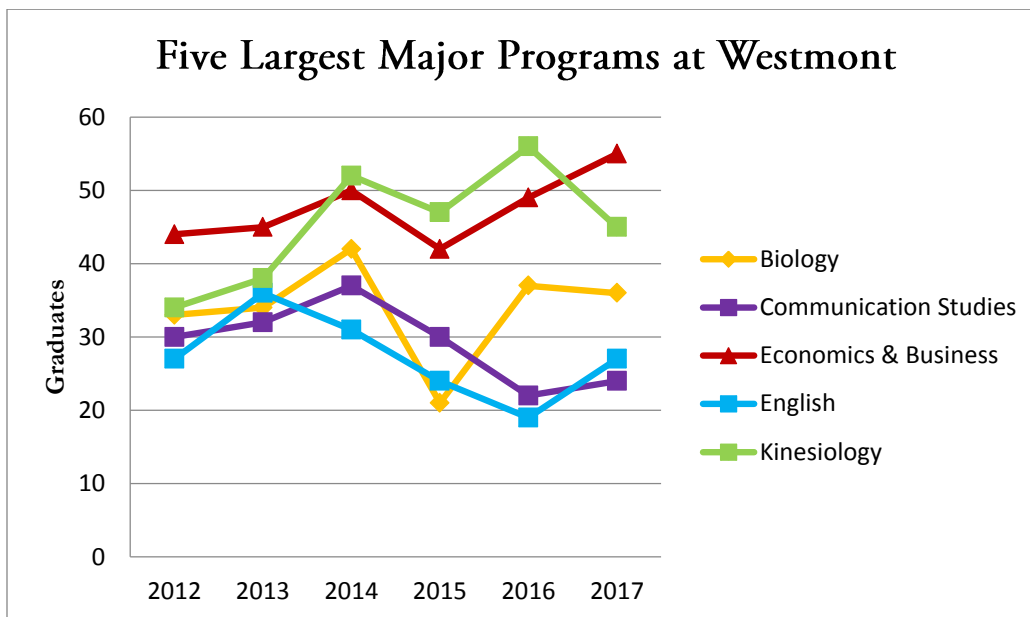


Figure 3.9. Graduate counts of the college's five largest departments

### c. Gender and Ethnic Diversity

A further breakdown of E&B graduates by gender is provided in Figure 3.10 and the ethnicity data in Figure 3.11.

Over this assessment interval females have represented 26.7% of our graduates compared to approximately 60% of the general Westmont student population. Males have represented 73.3% of our graduates compared to approximately 40% of the general Westmont student population.

Over this assessment interval White/Caucasian students have represented 74% of our graduates compared to 69% of the general Westmont student population; Latino/Hispanic students have represented 10% of our graduates compared to 12% of the general population; Black students have represented 1% of our graduates compared to 1% of the general population; Pacific Islander students have represented 2% of our graduates compared to 1% of the general population; Asian students have represented 5% of our graduates compared

to 7% of the general population; Native American students have represented 1% of our graduates compared to 1% of the general population; Multi-racial students have represented 2% of our graduates compared to 4% of the general population; and students of unreported or unknown ethnic origin have represented 4% of our graduates compared to 4% of the general population.

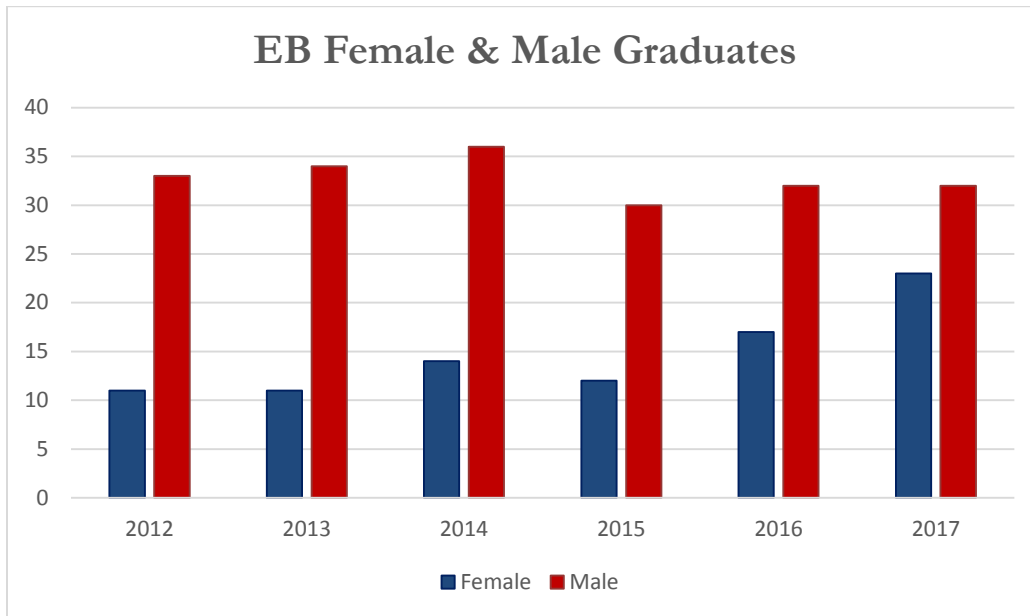


Figure 3.10. Gender of E&B graduates by year

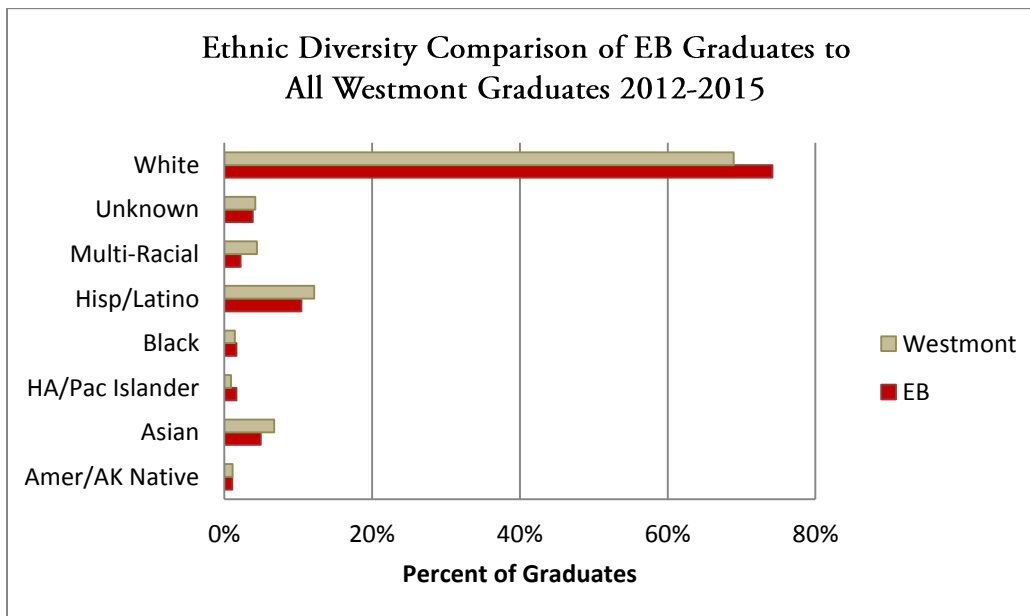


Figure 3.11. Comparison of Ethnic Diversity in EB Department to Westmont as a whole (2015-2017 data not available)

As noted in Figure 3.11, the ethnicity profile of our E&B graduates is very similar to the composition of the college.

#### d. Alumni Profile and Survey Data

**Background.** Our department, in conjunction with the Board of Advisors, conducted an alumni survey in 2009 to great effect. The findings of that report can be found in our annual and six-year assessments during

that time period. We repeated that survey in August 2017 by sending a survey to 1,332 alums ranging from the 1960's to recent graduates from May 2017. We received 302 responses, or a 23% participation rate. 63% of respondents were male, 37% female. A multivariate analysis using a 5-point scale, the survey also included 4 open-ended questions. (See Addendum 7 for a PowerPoint Summary of our findings.)

**Demographics.** Respondents ranged in graduation date from 1963 to 2017. Over 50% of the respondents are more recent graduates (2008-2017) which likely had a negative bearing on graduate degrees earned and on annual compensation.

Careers. The top 5 careers (comprising just over 50% of the respondents) include the following positions:

- Market/Market Research/Sales (14%)
- Accounting/Auditing (12%)
- Non-profit Management (9%)
- Investment Banking/Money Management (8%)
- Real Estate (7%)

Note: 38% of respondents listed “other” as their current position. A large percentage of “other” respondents, when investigated more closely, would be categorized as being involved in entrepreneurial activities or as a small business owner, though an exact percentage depends on the interpretation of entrepreneurial and the self-reported designation of the person surveyed.

Earnings.

- 46% of respondents earn more than \$100,000 per year.
- 12% of respondents earn more than \$250,000 per year.

Graduate Degrees. 37% of respondents have earned a graduate degree:

- 19% earned either an MBA, MPA or MA
- 5% earned a JD (law degree)
- 4% earned a Ph.D. or equivalent (DBA, MD, etc.)

The following schools represent the reported colleges and universities where graduate degrees were obtained over the past 10 years (data is from both this survey and from internal institutional sources):

Degree	Institution Name
JD or LLD Juris Doctor/Doctor of Laws	University of Notre Dame Law School
Master's degree	University of Oxford
JD or LLD Juris Doctor/Doctor of Laws	Sturm College of Law, University of Denver
JD or LLD Juris Doctor/Doctor of Laws	USC Gould School of Law
MEd or EdM Masters in Education	University of California, Santa Barbara (UCSB)
PhD Doctor of Philosophy	George Fox University
MA Master of Arts	Geneva School of Diplomacy and International Relations
MA Master of Arts	University of California, Irvine (UCI)
Master's degree	UCLA Anderson School of Management
MS Master of Science	Creighton University
JD or LLD Juris Doctor/Doctor of Laws	Harvard Law School
JD or LLD Juris Doctor/Doctor of Laws	Pepperdine University School of Law
MBA Master of Business Administration	University of Washington, Michael G. Foster School of Business
MBA Master of Business Administration	David Eccles School of Business, University of Utah
MA Master of Arts	University of Oregon
CFA Chartered Financial Analyst	Santa Clara University

BA or AB Bachelor of Arts	Seattle Pacific University (SPU)
MBA Master of Business Administration	University of Chicago
DO Doctor of Osteopathic Medicine	Rocky Vista University College of Osteopathic Medicine
MA Master of Arts	Fuller Theological Seminary
MBA Master of Business Administration	W. P. Carey School of Business, Arizona State University
MA Master of Arts	The London School of Economics and Political Science
MBA Master of Business Administration	Pepperdine University Graziado School of Business

Table 3. Graduate Schools attended 2008-2017

**Positive Findings.** There are a number of positive findings from the survey, including but not limited to the following:

Graduate School Preparation

- 73% of respondents said their undergraduate degree from Westmont was extremely valuable/valuable
- 56% of respondents attended graduate school ten years or more after undergraduate graduation (note: with over 50% of respondents less than 10 years from undergraduate graduation, the graduate school numbers may become higher over time)

Overall Satisfaction

- 78% of respondents are very satisfied/satisfied with their E&B degree; only 8% were not satisfied/very disappointed

Educational Experience

- 63% of survey respondents felt that their Westmont educational experience was superior or strong compared to colleagues in their profession; only 9% felt their experience was weak/very weak versus their colleagues

Miscellaneous Findings. This is the Top 10 List of attributes viewed as Superior or Strong by the respondents (the percentage represents respondents who rated Westmont as Superior or Strong):

1. Size of Classes (93% of respondents)
2. Access to Faculty (82%)
3. Critical Thinking/Problem Solving (74%)
4. Written Communication Preparation(67%)
5. Classroom Teaching (64%)
6. Faculty Communication Skills (58%)
7. Quantitative Rigor (56%)
8. Oral Communication Preparation (56%)
9. Qualitative Decision Making (55%)
10. Case Study Application to Real World (52%)

**Negative Findings.** Not all of the data was positive. Please note some negative results of the survey, including but not limited to the following:

Connection to Westmont

- Only 17% of respondents felt their connection to current E&B program and faculty was very connected or connected; 65% felt their connection to E&B alumni was weak/very weak (note: a positive connection was more prevalent in more recent graduates so perhaps this negative trend is changing)

Original Research

- Only 26% of respondents felt that there were adequate opportunities to do original research

Senior Seminar



- Only 28% of respondents felt that the Senior Seminar was effective in integrating economics and business issues as preparation for graduation (note: a somewhat positive opinion of Senior Seminar was more prevalent among more recent graduates)

#### Internships

- Only 38% of respondents listed internships as a strength of their experience (note: a more positive result was achieved among more recent graduates)

**Neutral Findings.** The following attributes were scored by some respondents as “strengths” and other respondents as “weaknesses”:

- Faculty relating current events to coursework/content
- Ability to specialize in depth of course offerings
- Strength of internship/practicum (this was more negatively stated in older applicants and more positively stated in more recent graduates)
- Case study applications in real world settings
- Opportunities to collaborate in groups (this was more negatively stated in older applicants and more positively stated in more recent graduates)

**Assembling the Data.** As we measured the data from decade to decade and in the aggregate, we found the following to be a snapshot from the perspective of our alums:

The PERFECT Faculty:

- Have the right preparation
- Are readily available
- Have appropriate education and experience
- Create an interactive learning environment
- Have high quality teaching

The PERFECT Curriculum:

- Good internships
- Breadth of courses
- Off campus programs
- Effective Senior Seminar
- “Real world” applications

The PERFECT Outcomes:

- Desire for life-long learning
- Good critical thinking skills
- Opportunities to do original research
- Good oral and written communications skills
- Solid quantitative skills

**Conclusion.** This 2017 survey is remarkably similar to our survey in 2009, though has shown some significant improvements in the very areas where we have focused our attention. On another positive note, the current areas that need improvement are the very areas where we have current focus.

While the survey shows an overall satisfaction with the EB major at Westmont College, there is certainly room for improvement. Generally, the survey confirms that we are on the right path but need to further strengthen our department over the next few years. We have also lost a tremendous opportunity to engage our alums who have collectively expressed a desire to connect with us. In sum:

- The current strengths of the program provide a solid base on which to further build the E&B department into an exemplary EB department within Christian liberal arts colleges
- There is a strong desire by our alums for greater connection to Westmont.

- The strong response rate (~23%) suggests a strong desire to participate in Westmont activities. We should consider ways to establish a dialogue with alums on a more frequent basis, using life-long learning as an obvious way to reconnect.

## 4. PROGRAM ASSESSMENT

### A. Program Learning Outcomes

#### 1. Departmental Learning Outcomes

The Economics & Business Department has been in flux the past few years so has intermittently submitted less-developed one year assessments on our key learning outcomes to the Program Review Committee. These reports were submitted mostly out of duty and obligation rather than thoughtful internal discourse about future direction. Candidly, sometimes we didn't have enough full-time faculty to merit discussion, or to consider future direction, or we were so focused on significant transitions that we simply lacked the time to complete the work. Fortunately, since staffing has normalized over the past two years, we are most of the way through our historical dysfunction and internal challenges and are happy to report that we have developed four Program Learning Outcomes (PLO) for our program that have been revised and updated. We will now have more time to focus on assessment. Specific objectives for each goal and the ways in which the goals are assessed are detailed in chart form and are provided in this section. As will be evident, when hitting the reset button on an entire (large) department, many of the rubrics are only now being implemented or refined so we continue to seek grace as we continue to implement our system. The revised goals along with the corresponding rationales follow.

As we indicate in the Westmont College catalog, the department of economics and business offers a rigorous undergraduate curriculum that explicitly integrates a decidedly Christian perspective to a broad range of concepts and terminology from both the economics and business fields of study. The college and faculty are committed to the classic liberal arts—educating the whole person for a lifetime of learning and growth—personally, spiritually, and professionally. Many institutions offer separate degrees in economics or business. Westmont intentionally blends these academic fields to demonstrate the timeless synergies between the core tenets of economic theory and the functional disciplines of business, such that models, graphs, terminology, constructs, and simulations are explored from the integrative perspectives of both the economist and the business leader or manager.

Our four Program Learning Outcomes (PLO) and the rationale for each is as follows:

- PLO 1: Core Knowledge. Students will exhibit active intellectual engagement in and application of the core Economics and Business curriculum.
  - Rationale: Global business is fluid and demanding, requiring competency across a wide spectrum of disciplines in order to compete effectively or to simply be eligible to lead or manage others. With a theoretical understanding of how our economy operates, the astute student can effectively engage a wide variety of issues.
- PLO 2: Research Competency. Students will display an understanding of the research process and appropriate application of various technologies and research methodologies within Economics and Business.
  - Rationale: It is the curious and assiduous student who performs appropriate due diligence, investigates numerous alternatives, discerns available options and solves difficult problems. Research acumen distinguishes levels of competency and effectiveness.
- PLO 3: Communication Skills. Students will produce verbal presentations in debates, reports, and dialogues in economics and business, and will write executive summaries and papers in economics and business.
  - Rationale: By the very nature and demands of the marketplace, students must possess leadership skills, including the ability to make clear and concise sense of disparate information and an ability to synthesize data, write well and speak well.

- PLO 4: Christian Synthesis. Students will make evident the intersection of their skill and knowledge in economics and business with a deep understanding of how their faith informs their vocation and decision-making.
  - Rationale: E&B students should use their gifts and passions, including their ability to successfully engage every sphere of society, for others rather than solely for their own consumption. The Christian mandate to be salt and light in the dark places requires an understanding that we were invited by a loving and creative God into His creative order so that we can love our neighbors.

## 2. EB Major Program Goals, Implementation, and Assessment

	PLO 1	PLO 2	PLO 3	PLO 4
Program Learning Outcomes	Students will exhibit active intellectual engagement in and application of the core economics and business curriculum.	Students will display an understanding of the research process and appropriate application of various technologies and research methodologies within economics and business.	Students will produce verbal presentations in debates, reports, and dialogues in economics and business, and will write executive summaries and papers in economics and business.	Students will make evident the intersection of their skill and knowledge in economics and business with a deep understanding of how their faith informs their vocation and decision-making.
Where are the Learning Outcomes met?  I- Introduced D- Developed M- Mastered	I: EB 011, 012  D: EB 102, 103, 104, 105, 106, 120, 135, 137, 138, 180, 184, 191  M: EB 195	I: EB 017  D: EB 018  M: EB 103, 131, 132, 135, 138, 184, 192, 198	I: EB 011, 012, 017, 018  D: EB 103, 104, 105, 106, 120, 131, 132, 135, 137, 138, 160, 180, 184, 192  M: EB 107, 140, 191, 195	I: EB 003, 011, 012,  D: EB 104, 107, 140, 150C, 150E, 150I  M: EB 107, 191, 195
How are they assessed?	National Economics Examination	Application of evaluation rubric to student research	Application of evaluation rubric to oral presentations (EB 191) and a series of written executive summaries, a midterm and a final exam (EB 140)	Application of evaluation rubric to questionnaire in EB 003 Principles of Accounting and EB 195 Senior Seminar capstone paper
Benchmark	Class average of 70% on the national economics field examination	80% of students perform at the Developed or Highly Developed level on all learning outcome activities.	80% of students perform at the Developed or Highly Developed level on all learning outcome activities for oral communication and 80% of students perform at the Emerging, Developed or Highly Developed level on all learning outcome activities for written	80% of students perform at the Developed level on all learning outcome

			communication	
Link to the Institutional Learning Outcomes	Competency in Active Societal and Intellectual Engagement; Competency in Critical Inter-Disciplinary Thinking	Competency in Critical interdisciplinary Thinking, Research and Technology	Competency in Written and Oral Communication	Competency in Diversity and Global Awareness; Competency in Christian Understanding; Competency in Christian Practices/Affections

### 3. The Westmont E&B Curriculum – a Comparative

#### Comparison with other Christian liberal arts colleges

We investigated ten programs of small colleges, including nine liberal arts colleges, in order to learn more about their programs and to learn from their curriculum and co-curricular activities as they relate either to their Economics & Business program, Economics program, Business program, closely related programs, or a combination thereof. The ten colleges included the top three highest rated liberal arts colleges in America (Williams, Amherst and Swarthmore), the top two highest rated liberal arts colleges in California (Pomona and Claremont McKenna), Babson (with a focus on entrepreneurship) and four nationally ranked Christian liberal arts colleges (Calvin, Hope, Houghton and Wheaton).

After review, we have concentrated on a more in-depth analysis of 4 programs that are most closely related to Westmont: Wheaton College in Illinois, Hope College in Michigan, Calvin College in Michigan, and Houghton College in New York.

In-depth course offerings for Wheaton, Hope, Calvin, and Houghton colleges can be found in Appendix 9.

**Wheaton College, Illinois.** Wheaton College has 3,800 students, including 2,400 undergraduates. It offers both an Economics degree and a Business and Economics degree. Their full-time faculty serves both majors and is comprised of 9 Ph.D's and 1 J.D. It is heavily weighted toward Economics, with the Ph.D's concentrating in Economics (7), East Asian Studies (1) and Business Administration (1).

They require significantly fewer units of course work compared to Westmont (38 for Economics and 36 for Business and Economics vs. our current 49 and soon to be 53 units). The course offerings tend to also be weighted toward economics rather than business, and are almost totally devoid of business course offerings in such currently vital topics such as innovation, entrepreneurship, strategy and leadership.

Required Courses for Economics Major (38 units including 12 hours of Economics electives)

Required Courses for Business/Economics Major (36 units including 10 hours of Business or Economics electives)

#### **Hope College, Michigan.**

Hope College has over 3,200 students on campus and is associated with the Reformed Church in America. Hope offers majors in Economics, Business (with an emphasis in Finance, Human Resources, Marketing and Operations), Accounting and Public Accounting. Further, they have a Center for Leadership, open to all majors, to minor in Leadership or to take on-campus coursework in consulting or entrepreneurship. Since Westmont does not interpret accounting as central to a liberal arts education we will not spend too much

time comparing Hope's accounting majors; rather, Westmont offers accounting as one of our 5 informal track of work instead of as a major (even as a significant number of our students sit for the CPA exam and choose accounting as a profession).

Hope offers a Business major (43-44 units), a Business/Economics major (64 units), an Economics major (44 units), an Accounting major (63 units) and a Public Accounting major (79-81 units). Hope's faculty is listed on their website collectively, though not by department, so it was hard to determine their full-time and part-time instructors in Economics and Business, their courses taught, etc. Our external evaluator is the Chair of their department, so we will learn more via direct dialogue.

### **Offered Business-related Majors at Hope College**

- Business (43-44 credit hours)
- Business/Economics (64 credit hours)
- Economics (44 credit hours)
- Accounting (63 credit hours)
- Public Accounting (79-81 credit hours)

### **Calvin College, Michigan.**

Calvin College has over 3,900 students and promotes itself as a liberal arts college ("At Calvin you will study the liberal arts to expand your view of the world and become a better citizen of God's kingdom"), though appears to offer 10 majors within the realm of Economics and Business, some of which seem contrary to an historical liberal arts approach to undergraduate learning. Confusedly, in other areas of their website, Calvin promotes a major in Business with an emphasis in entrepreneurship, finance, human resources, marketing or operations management, which feels much more in line with a traditional liberal arts approach to undergraduate education. Depending on where you read on their website, Calvin sometimes feels more like a comprehensive college than a traditional liberal arts college as it relates to our major, yet in other places it feels fairly similar. Calvin employs 13 full-time faculty and 8 adjunct professors within business-related course offerings.

Calvin appears to offer majors in Accounting, Business, Business and Mathematics (a program that is both similar and dissimilar to our new Data Analytics major), Business Entrepreneurship, Business Operations, Economics, Finance, Global Management Accounting, Human Resources and Marketing. They now also offer a Master's degree in Accounting, further distancing them from a traditional liberal arts ethos.

Of the 10 majors offered, we compared our curriculum directly to their Business major and their Economics major. Their Business major appears to offer the opportunity to select a concentration of study in one of the following areas:

- Entrepreneurship
- Finance
- Human Resources
- Marketing
- Operations Management

The Business major requires 11-13 units of foundational (cognate) courses plus 34-38 additional units depending on the concentration chosen. Calvin College's Economics major requires the foundation courses of micro and macroeconomics, six upper level courses, two electives from either economics or business, the economics capstone course, two mathematics courses, and one information systems course.

## Houghton College, New York

“Houghton College has been educating men and women in the liberal arts and sciences since 1883.” Houghton has over 1,000 students from numerous states, countries and denominations. It is similar in size to Westmont.

As it relates to our comparison study within the major of Economics and Business, Houghton has de-emphasized Economics in favor of Business Administration, a major typically offered at universities rather than liberal arts colleges or offered as part of an MBA program. Further, Houghton appears to have somewhat altered their historical liberal arts emphasis by offering new master’s programs in Human Resources Management and Integrated Marketing & Communication, and by offering six on-line majors, de-emphasizing on campus instruction, all of which are significantly different from Westmont’s approach. Specifically, to de-emphasize Economics yet offer an Accounting major seemed a bit odd to us when Houghton still adheres to their liberal arts heritage. Fortunately, their Business Administration degree does offer six areas of emphasis including Economics, Finance, International Business, International Economics, Management and Marketing.

Houghton’s faculty is listed comprehensively across all majors so it was hard to determine how many faculty are full-time, how many have terminal degrees, courses taught, etc. Houghton requires 43 units to major (with a BS, not a BA) in Business Administration.

Analysis of all ten colleges. Our analysis of all ten programs, specifically the four highlighted above, provides some benchmark curricular and co-curricular data from which to compare our program. We can confirm and validate that Westmont provides a solid foundation of core courses, quantitative rigor and breadth of course offerings that are true to and consistent with a traditional liberal arts approach when compared with similar institutions. On the core foundational courses we provide, our program is quite similar to nine of the ten programs listed (Babson has a distinctly entrepreneurial reputation and approach).

On the optional or elective courses, each of the ten respective programs that were analyzed took a unique approach, some highlighting Economics, which is consistent with an historical liberal arts approach, some de-emphasizing a traditional approach presumably in order to be more relevant to market place demands, and still others with a hybrid approach that offers a range of possibilities to their students.

Westmont adheres to a more hybrid approach and finds similarities mostly to Hope College in Michigan.

A quick comparison to Hope. Though the two colleges differ in their approach on how to emphasize accounting, (with Hope favoring a major in Accounting and Westmont favoring an informal track of work in Accounting/Finance), the two programs are still quite similar, though Hope’s department and overall student population on campus is much larger. When Westmont’s informal areas of emphasis are combined with the increased opportunities for leadership development as a result of our new Global Leadership Center, and our close relationship with the Center for Career Development and Calling (including Paul Bradford teaching as an Adjunct Professor in our department), we feel comfortable with our approach and do not favor any significant changes based on our analysis.

A quick comparison to Wheaton. We feel that Westmont offers a more balanced approach than Wheaton as it relates to the mix of business and economics. Wheaton’s higher weight on Economics and Westmont’s approach of infusing economics into business and business into economics differ significantly. Our more recent emphasis in entrepreneurship, innovation and global initiatives enhance our approach. Wheaton is attempting to create a center for entrepreneurship but, oddly, it is being led not by an entrepreneur but rather a theologian, so we are unsure if they will embed entrepreneurship into their Business and Economics Department.

A quick comparison to Calvin. Calvin may or may not be similar to Westmont, depending on how the data on their website is interpreted. If their program offers 10 majors within the larger realm of Economics and Business, then their approach is more comprehensive than that of a liberal arts institution. If, however, their Business major offers the opportunity to select a concentration in Entrepreneurship, Finance, Human

Resources, Marketing or Operations Management, then their approach is more similar to ours, though still distinct. Two factors come into play to explain these differences: first, Calvin is located in the Midwest where manufacturing is still prevalent; and second, Calvin is larger and therefore needs to appeal to a broader audience. Westmont, being based on the West Coast, is more aligned to entrepreneurship than manufacturing, so our approaches differ.

A quick comparison to Houghton. Westmont differs significantly from Houghton College since Houghton appears to be migrating away from a traditional liberal arts approach in favor of a more comprehensive college approach, at least in their Business Administration Department.

Comparison Summary. Because of the breadth and depth of Economics & Business, no set curriculum has been established within the associations, guilds and professional organizations that represent the discipline of economics and business within the liberal arts. As mentioned above, most students choose coursework in E&B to take advantage of faculty expertise or their own job desires. Some of the coursework is taken because of graduate school positioning (entrepreneurship for an MBA, heavy doses of Economics for a Masters in an economic field, etc.). We compared our major requirements to those of nine liberal arts colleges, both Christian and secular, and the results are summarized in Appendix 9.

With respect to total units required of the major, the comparatives ranged from a minimum of 34 to a high of 66<sup>4</sup> with the average at 48 units (the Westmont curriculum is currently at 49 units and moving to 53 units). With respect to quantitative requirements, the Westmont E&B curriculum is consistent with the comparatives except for some schools that require calculus, whereas in the Westmont E&B curriculum it is an elective course and is, in part, incorporated into the first few lectures of many of the core economics and finance courses. We tend to advise students who desire to attend graduate school to take a course or two in calculus.

The other variables within each program tended to favor the expertise of the instructor's background rather than as an institutional decision. For instance, Wheaton is heavily overweight with Economics professors, light with experienced business people, and has only recently embarked on an entrepreneurial program (ironically, led by a theologian and another non-EB educated faculty member). As a result, there are many economics offerings plus the basic business courses, but it lacks the depth and breadth of targeted course work for the student who wants to pursue start-ups and small to medium businesses (80% of the workforce) rather than large corporations.

With respect to the major requirements, there appears to be consistency with the majority of our courses when compared to similar colleges. These courses include Principles courses both in Micro Economics and Macro Economics, a basic Accounting course, a basic Statistics course, some exposure to either research or finance, and a more in-depth look at either management or management science, the choice of either Intermediate Macro- or Micro-economics, and finally a capstone class or Senior Seminar. Undergraduate research is a part of seven of the nine comparatives but the expectation within each institution tends to be at the elective or "honors" level. This is consistent with the Westmont E&B curriculum where research (E&B 198) is part of the elective offerings. Three of the comparative schools require an internship experience, whereas our curriculum offers this course at the elective level (though moving to a requirement next year). We are in the midst of strengthening our research and internship requirements as noted elsewhere in this report.

As noted earlier in this report, our Economics & Business Department has broadened its curricular emphasis to better position our students for eligibility at more graduate schools and more graduate programs while also becoming more attractive to companies both large and small.

Conclusions. Westmont needs to adhere to our traditional liberal arts approach while remaining relevant to an innovative West Coast bias to business. It is very difficult to assess course load data and staffing between

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<sup>4</sup> This number does not include double-majors or the accounting major at some schools that require a higher focus on accounting and a lesser focus on core courses since Westmont does not subscribe to the same philosophy.

institutions since each institution communicates its faculty, course load, full-time and part-time faculty differently.

Our course work, especially in our core courses, is consistent with similar institutions. Our course work in our elective courses appears to reflect a more innovative and entrepreneurial California business climate than most of the other institutions.

We are pleased that we now offer additional classes, that our classes reflect a more global and entrepreneurial approach, and that we offer informal tracks of work that allow our students to emphasize various subsets of our broader major. We are further pleased that our approach, while consistent with a traditional liberal arts approach, is uniquely our own program that reflects the needs of our students, the insights of our alums and the wants of the marketplace. Finally, we are pleased that our department is now more aligned with the goals of the College, specifically a deep love of God and a pursuit of academic rigor while emphasizing a Christian, undergraduate, liberal arts, residential and global approach to learning. We would rather err on the side of alignment with Westmont than alignment with similar Economics and Business programs. Fortunately, it appears that we are doing both.

## **B. Assessment of the Outcomes**

### **PLO 1. CORE KNOWLEDGE**

#### **Overarching Program Learning Outcome**

Students will exhibit active intellectual engagement in and application of the core Economics and Business curriculum.

#### **Where is Core Knowledge identified and achieved?**

I: EB 011, 012

D: EB 102, 103, 104, 105, 106, 120, 135, 137, 138, 180, 184, 191

M: EB 195

#### **Assessment Procedures**

Departmental field exam administered during Senior Seminar

**Benchmark.** Class average of 70% on the national economics field examination

Background. The EB curriculum is designed so that students demonstrate the skills, attitudes, and commitments associated with being lifelong learners. Accordingly we wish to see them engage creatively in the particular societal contexts and communities they enter upon graduating from Westmont. This particular PLO centers around the core knowledge of economic concepts and their practical application. We desire our students to engage economic, business and social policy issues.

Assessment Activity. The evaluation of this PLO over the past six years has focused on the economics core of our curriculum, which includes two lower division courses, EB 011 Principles of Macroeconomics and EB 012 Principles of Microeconomics, and the upper-division economics requirement of either EB 102 Intermediate Microeconomics or EB 137 Intermediate Macroeconomics. These courses engage students in economic theory and applications plus current debates over the direction of economic and business policy. Student are also required to complete five upper division electives that can be tailored to various student interests including financial markets and institutions, international economics, and economic policy.

Over the past six years, the economics field test has been administered in the Senior Seminar course. This exam represents an attempt to establish a baseline of understanding for the economics portion of the major. The content and style of the test is patterned after the Council for Economic Education's, TUCE (Test of Understanding in College Economics), a nationally normed test for Principles of Economics courses. Content on



the TUCE covers the concepts of scarcity, opportunity cost, choice, supply and demand, utility, elasticity, price ceilings and floors, theory of the firm including revenues, costs, marginal analysis, market structures, wages, rents, interest, profits, income distribution, the microeconomic role of government including public goods, maintaining competition, externalities, taxation, income redistribution, public choice, comparative advantage, trade, and exchange rates. These are all topics that are part of the Principles of Economics sequence and are examined more deeply in the upper division courses. Content coverage on the department is similar to the TUCE with the additional feature of some coverage of econometrics and upper division microeconomics and macroeconomics. For the period 2010-16, specific questions for field exams A and B from 2011-16 were developed by Edd Noell (Form A: Intermediate Microeconomics) and Paul Morgan (Form B: Intermediate Macroeconomics). The department believes that the content distribution for the exam is true to the goal of economic literacy for our EB majors. Students are not given any direct preparation prior to the exam. Many of the students are taking this exam two years after their intermediate economics course and three years after their principle courses.

The economics field exam has been administered to students in the Senior Seminar course. The syllabus for this course informs the students that failure to take the exam will result in failing the course. Those students who score in the top 10% in the class on this exam have 1/2 a letter grade added to their final grade. Those students who don't pass the exam have 1/2 a letter grade subtracted from their final grade.

For Spring 2016, Form A of the field exam was taken by thirteen students. It had a test reliability of 88%, a median of 71.7%, and mean of 67%. Twenty-four students, who had taken the Intermediate Macroeconomics course, took form B with its heavier emphasis on macroeconomics. Form B had a test reliability of 82%, a median of 61.7%, and mean of 59.7%. In particular, test scores have been strong on the benefits of trade, opportunity cost, economic incentive, comparative advantage, basic public choice theory, prices and economic incentives, and property rights among others. Over the breadth of the field test, we have been fairly satisfied with the results given that students did not do any refreshing on the concepts tested. At the same time, we desire to see improved general performance.

On the more advanced portions of the test covering concepts from the Intermediate Microeconomics and Intermediate Macroeconomics courses, some response scores for particular questions have varied significantly than scores on the overall test. Among those questions, concepts for which scores were significantly higher included the law of one price, constrained optimization, cost minimization, game theory, the Coase theorem, and Monetarism and stable velocity. Items that scored significantly lower included the concepts of market equilibrium, consumer surplus, isoquants and returns to scale, Classical and New Classical economic policy, monetary and fiscal policy, and long-run aggregate supply.

An item analysis of the exams administered from 2011-16 shows that most test items are within a reasonable difficulty range and discriminate between the better and worse performing students. For example, it was helpful to see that 80% of the questions on forms A and B respectively had a strong reliability for the Spring 2016 exam. This is indicated by a positive rpi for these questions. Rpi is the point biserial correlation measure, which correlates the categorical variable of an exam item (that is, whether a student answered the exam item correctly or incorrectly) with the continuous variable of the student's percent score on the exam. A positive correlation (+rpb) indicates stronger students are doing better on a particular question than students who did worse than them on the exam. A negative correlation (-rpb) indicates stronger students are doing worse on this particular question and poorer students are doing better.

Evaluation and Closing the Loop Activities. While it is evident that many of the foundational economic concepts are well understood by our students, we determined three problems needed to be addressed on the economics field exam.

1. There are several concepts covered on both exams A and B for which we desire to see improved student performance. These include market equilibrium, monetary functions and monetary policy, and consumer surplus.
2. Intermediate Macroeconomics questions have not included graphical cues and would be improved with more supplied graphics.

3. Specific questions with negative rpi need to be reviewed and either replaced or modified. An additional rationale for revising the exam questions is that since Paul Morgan's retired from teaching economics in our department, beginning in Spring 2016 students taking the field exam have been mainly taught principles of microeconomics by new faculty Enrico Manlapig and Martin Asher.

Following please find the actions taken to close the loop:

1. A number of questions were reviewed and either replaced or modified on the Spring 2017 field exam. Over half of the changed questions addressed the specific concepts of market equilibrium, monetary functions and monetary policy, and consumer surplus.

2. Specifically, for exam A, two test items were reviewed for difficulty or clarity and replaced and five were modified for clarity for a total of seven new questions. For field exam B, eleven of the test items were replaced and five were modified for clarity for a total of 16 new questions.

For the Spring 2017 field exam A, the replaced questions were supplied by Dr. Enrico Manlapig. For exam B, the replaced questions were supplied by Dr. Martin Asher. These questions centered around key economic concepts including market equilibrium, monetary functions and monetary policy, monopoly, and consumer surplus. Dr. Edd Noell provided the modifications for clarity on exams A and B.

3. Graphical cues were provided for several questions on exam B (tied to Intermediate Macroeconomics).

Results. We are somewhat encouraged by the results from the field exam. In regards to test reliability, the department test proved to perform reasonably well. Twenty-two students, who had taken the Intermediate Microeconomics course, took form A with its heavier emphasis on microeconomics. For Spring 2017, Form A had a test reliability of 79%, median of 65%, and mean of 62%. Twenty-seven students, who had taken the Intermediate Macroeconomics course, took form B with its heavier emphasis on macroeconomics. Form B had a test reliability of 82%, a median of 55%, and a mean of 55.8%.

Evaluation and Further Closing the Loop Activities. We found the revisions to questions for Forms A and B produced mixed results. In comparison to the 2016 exams, the median and mean for both Forms A and B declined for the 2017 exams. The test reliability declined for Form A while remaining constant for Form B. On the other hand, we were pleased to see that for the replacement and modified questions on Form A, six of the seven new questions had a positive rpi. For Form B, fourteen of the sixteen new questions had a positive rpi.

We are engaging in two closing the loop activities in relation to the economics field exam for the 2017-18 academic year, as follows:

- We will administer Exam Form A at the end of the Intermediate Microeconomics course, and Exam Form B at the end of the Intermediate Macroeconomics course. The aim is to get closer to the national average performance on the TUCE exam of 70% for each exam form by having students take the exams while they have just completed learning the upper-division intermediate economics course material.
- We will revise and replace the one question for Form A and two questions for Form B that each had a negative rpi score

## **PLO 2. RESEARCH**

### **Overarching Program Learning Outcome**

Students will display an understanding of the research process and appropriate application of various technologies and research methodologies within economics and business.

## Where is Research Competency identified and achieved?

I: EB 017

D: EB 018

M: EB 103, 131, 132, 135, 138, 184, 192, 198

### Assessment Procedures

Application of evaluation rubric to student research projects

**Benchmark:** 80% of students perform at the Developed or Highly Developed level on all learning outcome activities.

Background. The E&B curriculum is designed so that students demonstrate the skills, attitudes, and commitments associated with being lifelong learners. Accordingly we wish to see them engage creatively in the particular societal contexts and communities they enter upon graduating from Westmont. This particular PLO centers around research competency.

Assessment Activity. With the staffing changes in the department, we have taken a fresh look at our goal for research competency. Revisiting this goal reflects both the contributions of the new faculty as well as a desire to recognize the diversity of research methods in economics and business. We reduced the number of specific student learning outcomes to a more manageable number, and have prepared a more objective and therefore more workable assessment instrument.

Several dimensions of this goal have been revisited:

The department's definition of research has been revised to recognize the diversity of methods and perspectives towards inquiry within economics and business. Relative to the previous definition, this version places less emphasis on specific academic research practices (performing literature reviews and inferential statistics, for example), although these activities continue to be valued, and recognizes business practices (performing market research or preparing case studies, for example) as valid modes of inquiry as well.

Specific Learning Outcomes (SLOs) have also been revisited to recognize the broader emphasis. Whereas three of the six previous SLOs were related to conducting literature reviews, the revised SLOs recognize other components of the research process including: design, analysis, and reflection. For both clarity of presentation and assessment, the SLOs have been moved into the rubric itself.

The rubric is also new and reflects a desire for the department to improve the reliability and transparency of the assessment process. The rubric is based on the Association of American Colleges and University's Inquiry and Analysis Value Rubric. It is intentionally broad from a disciplinary perspective but the specific dimensions appropriately reflect the broad outcomes the department expects for its students.

Definitions. Research is broadly defined as any activity that includes all components of inquiry: i.e., statement of the problem, evaluation of existing knowledge, data collection, analysis and interpretation of results; and decision-making based on results.

Method. Initial/Developing: EB 020 (Research and Forecasting)

Mastery. EB 115 (Game Theory), EB 116 (Antitrust and Regulatory Environment of Business), EB 135 (Money Banking and Financial Markets), EB 138 (Applied Management Science), EB 150-2 (Economic Analysis of Law), EB 180 (Principles of Management), EB 184 (Globalization), EB 193 (Applied Research in Economics and Business)

Related institutional learning outcomes

- Information literacy
- Quantitative literacy
- Critical thinking

## ECONOMICS & BUSINESS RESEARCH RUBRIC

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Highly developed</b> 4	<b>Developed</b> 3	<b>Emerging</b> 2	<b>Initial</b> 1
<b>Topic selection</b>	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
<b>Existing Knowledge, Research, and/or Views</b>	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
<b>Design Process</b>	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant sub-disciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
<b>Analysis</b>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
<b>Conclusions</b>	States a conclusion that is a logical extrapolation from the research findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the research findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the research findings.	States an ambiguous, illogical, or unsupported conclusion from research findings.
<b>Limitations and Implications</b>	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

### Findings

The department applied the rubric as a pilot to a small sample of student projects in the Spring of 2017 to assess its appropriateness and reliability. Since the sample is so small (only 4 class projects and 3 independent research projects), the results are not statistically informative so we do not present them here. Our initial reaction is that the rubric is both appropriate and reliable.

The department will begin implementing the rubric in the 2017-2018 academic year.

Although not part of the rubric, the department has had an increase in the number of students participating in research projects under faculty guidance in recent years. For example:

- John Unzuetta presented “WWJD: Who Would Jesus Date” at The National Conference on Undergraduate Research (NCUR) 2016 and published his paper in the proceedings. John also presented his work at the Westmont student research symposium
- Luke Lebsack presented “Paid more for working less: Tax Subsidies in an experimental labor market” at The National Conference On Undergraduate Research (NCUR) 2017. Luke also presented his work at the Westmont student research symposium
- Lindsay Paulo presented “Overconfidence Bias: Effects on NCAA March Madness Tournament 2017 Winnings Predictions” at the Westmont student research symposium

The quality of these projects was clearly “Highly Developed”, which underlines the value of student-faculty research. With more students expected to register to participate in student-faculty research in the coming semesters, these students would benefit from travel funding as they participate in state and national conferences. Since these independent study credits are over and above the regular teaching load for faculty, the department may consider adding a dedicated research practicum classes similar to the class offered by regular practicum class for students undertaking internships for credit. We will address this issue during the 2017-2018 school year.

Finally, we plan to increase our unit requirement from 49 to 53 units; the four additional units being either (a) an internship or, (b) individual research. We should see a significant increase in research and feel that this updated rubric will better assess student outcomes than our previous rubric.

## **PLO 3. COMMUNICATION**

### **Overarching Program Learning Outcome**

Students will produce verbal presentations in debates, reports, and dialogues in economics and business, and will write executive summaries and papers in economics and business.

### **Where are Communication Skills identified and achieved?**

I: EB 011, 012, 017, 018

D: EB 103, 104, 105,106,120,131,132,135, 137, 138, 160, 180, 184, 192

M: EB 107, 140, 191, 195

## **Assessment Procedures**

Application of evaluation rubric to oral presentations in EB 140, written executive summaries in EB 191 and student performance in EB 195

**Benchmark.** 80% of students perform at the Developed or Highly Developed level on all learning outcome activities for oral communication and 80% of students perform at the Emerging, Developed or Highly Developed level on all learning outcome activities for written communication

Background. The E&B curriculum is designed so that students demonstrate the skills, attitudes, and commitments associated with being lifelong learners. Accordingly we wish to see them engage creatively in the particular societal contexts and communities they enter upon graduating from Westmont. This communication skills PLO centers on the ability to speak and write well within a business context.

Similar to PLO 2 Research, due to the staffing changes in the department, the department has taken a fresh look at our goal for oral and written communication. The rubrics themselves are new to us and reflect a desire for the department to improve the reliability and transparency of the assessment process. The rubrics are based on the Association of American Colleges and University's Oral Communication Value Rubric and Written Communication Value Rubric. We have changed their terminology for each category to match the terminology used in our other learning outcomes, as follows: Capstone was changed to Highly Developed; Milestone (3) was changed to Developed; Milestone (2) was changed to Emerging; and Benchmark was changed to Initial.

The rubrics used are intentionally broad from a disciplinary perspective but the specific dimensions appropriately reflect the broad outcomes the department expects for its students in oral and written communication. For that reason, the Communication learning outcome is divided into two separate and distinct rubrics: oral communication and written communication.

Since both rubrics are new to the department, we provide some background on each rubric in Appendix 12.

## **Oral Communication**

Assessment Activity. It took us considerable time to find an acceptable rubric for our oral communication skills learning outcome. One reason is that oral communication in a business setting differs substantially from oral presentations in other disciplines. Specifically, a competent business person needs to perfect an "elevator pitch" both for everyday communication within a high-speed business setting, but also when seeking funding for a new idea or attempting to influence a board meeting or conference call when the scheduled time is limited, the agenda long, and the expectations high. As a result of these demands, our instruction for oral communication encompasses the traditional approaches but must also add the pressure-filled dimensions of oral communication in a fast-paced business environment.

We used the oral presentation in EB 191 Entrepreneurship and New Venture Development for our evaluation since it is the capstone presentation of the course, given at the end of the semester, and since each presentation involves deep collaboration within a team, including disparate data (as is typically found in a business plan, a consultant's report or a presentation to venture capitalists). We felt this form of presentation is wide and varied and represented well the requirements for oral communication needed in a business setting. In addition, since this is an upper division course, we are able to evaluate our students after they have some experience in orally presenting material in our lower division courses. Often, the organization of oral communication changes depending on the audience and the desired outcome, so assessing multiple facets of oral communication in EB 191 seems appropriate.

For this course, each student works in a team for the presentation. Typically, each team is made up of four students but teams can fluctuate from as few as three students and to as many as five students.

The presentation of each student, and the presentation overall, is not only evaluated by the professor, it is also evaluated by a panel of no less than two and no more than five judges who are experienced business people from the community. The individual evaluations of the professor and the panel of judges are then assimilated. Collectively, the final outcome tends to validate the individual scoring since the results from each evaluator are almost always remarkably similar. Sometimes a student scores in the middle of two categories (for instance, on the upper end of “emerging” or the lower end of “developed”) but we have never had a case when one person evaluated a student on the upper end of scoring and another person scored that student on the lower end of the scale. The aggregate of the scoring validates that the methodology used is meaningful and that the respective student’s performance is within a fairly narrow range. There have been no instances when the scoring on a particular student is too broad to properly assess their ability even as some students do score “on the line” between two categories.

Figure 4.3 used the new rubric to score student outcomes in our Spring 2017 course. The results show that we achieved our benchmark whereby 80% or more of our students perform at the Developed or Highly Developed level on all learning outcome activities. Specifically, 89.2% of students had a developed or highly developed central message, 96.4% of the student had developed or highly developed supporting materials, 92.8% of students had a developed or highly developed delivery of their presentation, 92.8% of students used developed or highly developed language, and 92.8% of students demonstrated developed or highly developed organization of the presentation. The high scores reflect the semester-long efforts of group interaction and the focused lectures on each element of the presentation.

For Figures 4.1 and 4.2, the professor used the judge’s previous scoring sheets, plus his own evaluation, to extrapolate the data on to this new rubric. Previously, a student was evaluated on a ten-point scale based on their overall preparation (“organization” in the new rubric), their delivery of content (“delivery” in the new rubric), their ability to communicate the overall idea (“central message” in the new rubric) and their supporting documentation and visual presentation (“supporting material” in the new rubric). Each of these past categories is remarkably similar to the categories of the new rubric. The last category we previously evaluated was eye contact and engagement with the audience (“language” in the new rubric). This last category is not as perfectly aligned as the other categories, though similar enough that we were able to score this category with relative confidence. As such, the data from 2015 (Figure 4.1) and 2016 (Figure 4.2) are simply initial indicators of this new rubric and will not be used in future years to assess year over year improvement or denigration even as we are confident that the extrapolation is meaningful.

While it is evident that many of the concepts important to oral communication are well understood by our students, we determined there are three items that can be addressed to better instruct the students and perhaps show better results.

1. Setting the tone for the course. Two important considerations not found in the rubric when we compared year over year results are a) the quality of the students in each respective course and b) the culture created during the course of the semester. Over the past three years, we have seen, in the aggregate, the quality of the students within the class to be quite varied. For instance, the students in the 2016 course were simply more gifted and more motivated, collectively, than the students in the year prior and the year after. Individual students were higher achieving and tended to self-select other high achieving students to become a part of their team. As a result, the presentations tended to be of a superior quality because an initial standard for the presentations was set from the beginning weeks of the course. Similarly, when high achieving students begin to form teams and share ideas, and as those ideas are shared with the rest of the class, the culture within the classroom takes on certain positive attributes—



in 2016 it was to pursue excellence across the board. In 2017, the talent pool of the students was not as high, the pursuit of excellence was not evident from the outset and the results suffered. We will focus on establishing a positive, high standard from the beginning of the course to see if the culture can positively be influenced and the results thereby improved.

2. Altering class time to focus on the most important concepts. It was somewhat surprising that more students did not perform at the highly developed level during the Spring 2017 class given the emphasis on the presentation. The collective decrease in performance in the highly developed category from the previous year was a disappointment, though there are some factors that explain the decrease in the uppermost category (see notes regarding Figures 4.1 and 4.2 above for some evaluation differences year over year).

The results for the Spring 2017 class show us that we can emphasize the uppermost category in our lectures and in our expectations. One particular way to communicate this expectation is to review, in detail, the evaluation procedure for this rubric. Even though the grading for the course differs from the rubric in some important ways, the student should become more aware, for instance, that language choice can be more imaginative and compelling, that more cohesion can be sought in their organization, that their delivery, including transition from person to person, is just as important as supporting materials, and that the central message can become more compelling and precise.

3. Share expectations early in the educational process. We feel there are creative ways to incorporate our expectations for oral communication to our students. First, we can find time in the lower division courses – or in a co-curricular setting - to briefly lecture on how to be an effective oral communicator. Second, we can use elements of the rubric to have students evaluate guest speakers who come to campus. Third, we can share the expected elements of the rubric with our students at the beginning of this course.

# ORAL COMMUNICATION VALUE RUBRIC

REVISED FOR EB 140

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Highly Developed</b> 4	<b>Developed</b> 3	<b>Emerging</b> 2	<b>Initial</b> 1	<b>Total</b>
<b>Organization</b>	<b>Organizational</b> pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	
<b>Language</b>	<b>Language</b> choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	
<b>Delivery</b>	<b>Delivery</b> techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.	
<b>Supporting Material</b>	A variety of types of <b>supporting materials</b> (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.	
<b>Central Message</b>	<b>Central message</b> is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.	

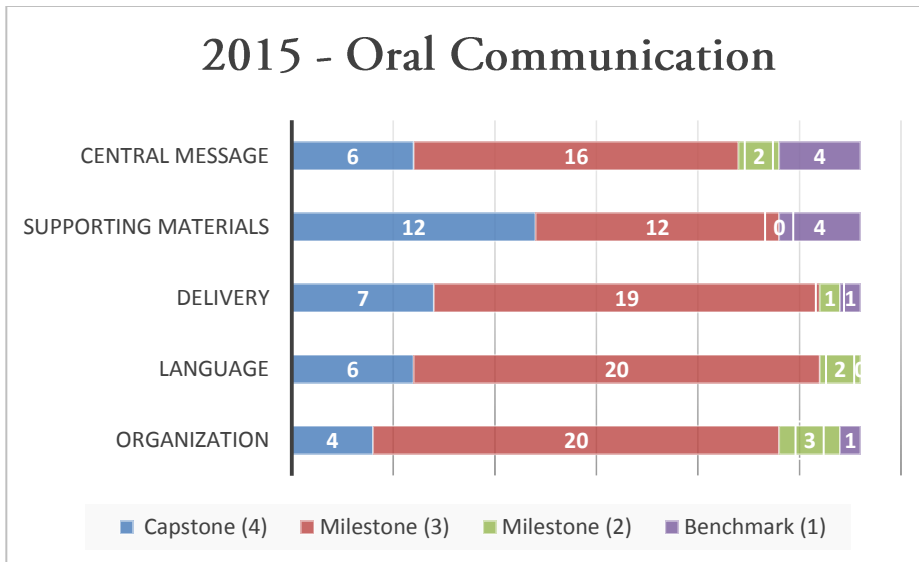


Figure 4.1 – 2015 Oral Communication Rubric Results

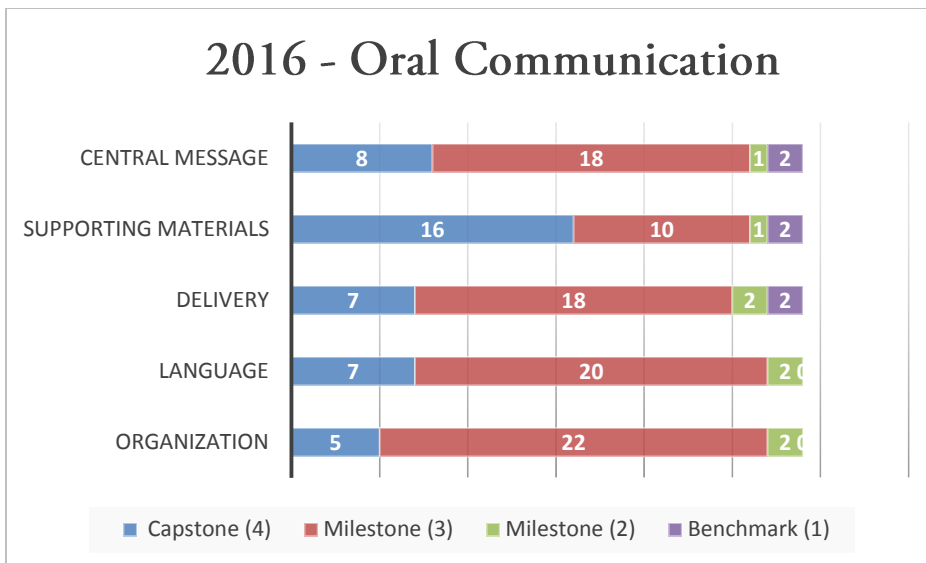


Figure 4.2 – 2016 Oral Communication Rubric Results

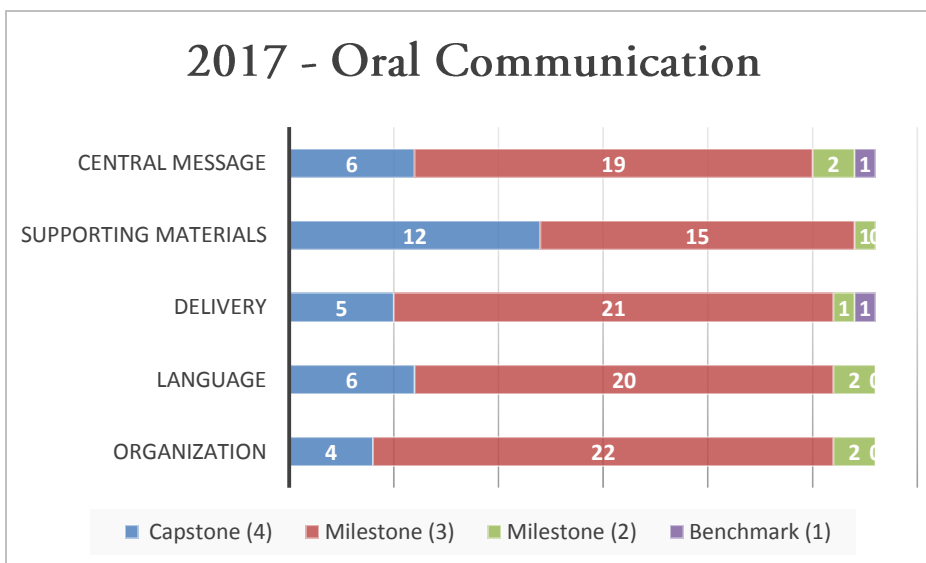


Figure 4.3 – 2017 Oral Communication Rubric Results

## **Written Communication**

Assessment Activity. Similar to our oral communication rubric, it took us considerable time to find an acceptable rubric for our written communication skills learning outcome. One reason is that written communication in a business setting differs substantially from written presentations in other disciplines. Specifically, a competent business person needs to be succinct (the famous Proctor & Gamble one page memo comes to mind) for most daily communications yet also able to put together a comprehensive business plan that includes an executive summary, competitive analysis, graphs and charts, pro-forma financial statements, source and uses documents and other sub-categories of larger reports that are used to make substantial financial and corporate decisions. As a result of these demands, our instruction for written communication encompasses the traditional approaches but must also add the pressure-filled dimensions of written communication in a fast-paced business environment.

We used the written requirements in EB 140 Executive Leadership for our evaluation since the class is large, requires weekly executive summaries, a written mid-term examination that includes open-ended questions and a written final examination that also includes open-ended questions. The executive summaries require each student to distill large quantities of weekly reading and organize them into a synopsis of the material, a synthesis of the disparate data and how each reading might connect to the other readings, how that data might be integrated into a Christian worldview, and a brief conclusion. The examinations are much lengthier and pose several questions that require citations from a) the weekly readings, b) guest lectures and c) class lectures, the application of the reading materials to the questions posed, and d) student opinion on how to solve the problems presented. We feel this form of written expression is wide and varied and represented well the requirements for written communication needed in a business setting. In addition, since this is an upper division course, we are able to evaluate our students after they have some experience in presenting written material from previous lower division courses. The variety of the written assignments reflects the variety of requirements in a business setting depending on the audience and the desired outcome.

For this course, the individual evaluations of the professor were scored using the rubric. Figure 4.6 used the new rubric to score student outcomes in our Spring 2017 course. The results show that we achieved our benchmark whereby 80% or more of our students perform at the Emerging, Developed or Highly Developed level on all learning outcome activities. Figures 4.4 and 4.5 extrapolated data from the Spring 2015 and Spring 2016 courses to this new rubric. Previously, we compared synthesis of disparate data (“context and purpose” in the new rubric), summaries (“content development” in the new rubric), formatting (“genre and discipline” in the new rubric), citations (“sources and evidence” in the new rubric) and persuasiveness/clarity (“control of syntax and mechanics” in the new rubric). As such, the data from 2015 (Figure 4.4) and 2016 (Figure 4.5) are simply initial indicators of this new rubric and will not be used in future years to assess year over year improvement or denigration even as we are confident that the extrapolation is meaningful.

Also of note, we used the top three categories for the written rubric rather than using only the top two categories (as we did in the oral communication rubric). In this written rubric, the “emerging” category seemed to be a substantially higher standard, and thereby an acceptable milestone, than the “emerging” category in the oral rubric.

Specifically, Figure 4.6 shows that 89.3% of students had an emerging, developed or highly developed control of syntax and mechanics, 92.9% of the student provided emerging, developed or highly developed sources or evidence, 92.9% of students used had an emerging, developed or highly developed delivery of informal and formal genre and connections, 96.4% of students used emerging, developed or highly developed mastery content development, and 96.4% of students demonstrated emerging, developed or highly developed understanding of context and purpose. In essence, we had one to three students who under achieved our benchmark in written communication.

While it is evident that many of the elements important to written communication are well understood by our students, we determined there are three items that can be addressed to better instruct the students and perhaps show better results.

1. Repetition. The emerging category is where most of the students score in their written acumen. It is evident to us that current students struggle with effective writing. The prime reason we have required more writing in more courses is to offset this deficiency. Simply put, the majority of incoming students are not prepared to write well when they arrive at Westmont. In some instances, it is a glaring deficiency bordering on inept. We spend significant time and energy trying to improve the writing of each student under our care. It is by repetition that the student will improve. We have increased writing assignments in a number of our courses (see previous comments) because our students need this competency in order to be effective in their careers beyond Westmont. Candidly, because so many students fall short of being able to write at a college level upon entry to Westmont, we feel that moving most of them into an emerging category is an achievement in itself.

2. Disclosure. It is not surprising that most students have not yet achieved a developed or highly developed score in their written communication when we view the (lack of) importance about this topic in our public schools. To counter this deficiency, we need to disclose our expectations to our students early in the process, including a discussion of the specific elements of writing that we expect, so that they have an opportunity to perform at the level we expect.

3. Seek help. Business writing differs significantly from general writing so the task of improving performance requires a unique approach. However, our students could take better advantage of our on-campus writing workshops to generally improve their writing skills. We will, as a department, promote those tools to our students in a more intentional way beginning this school year.

# WRITTEN COMMUNICATION VALUE RUBRIC

## REVISED FOR EB 191



Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Highly Developed</b> 4	<b>Developed</b> 3	<b>Emerging</b> 2	<b>Initial</b> 1	<b>Total</b>
<b>Context of and Purpose for Writing</b> <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	
<b>Content Development</b>	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	
<b>Genre and Disciplinary Conventions</b> <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.	
<b>Sources and Evidence</b>	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	
<b>Control of Syntax and Mechanics</b>	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.	

## 2015 - Written Communication



Figure 4.4 – 2015 Written Communication Rubric Results

## 2016 - Written Communication

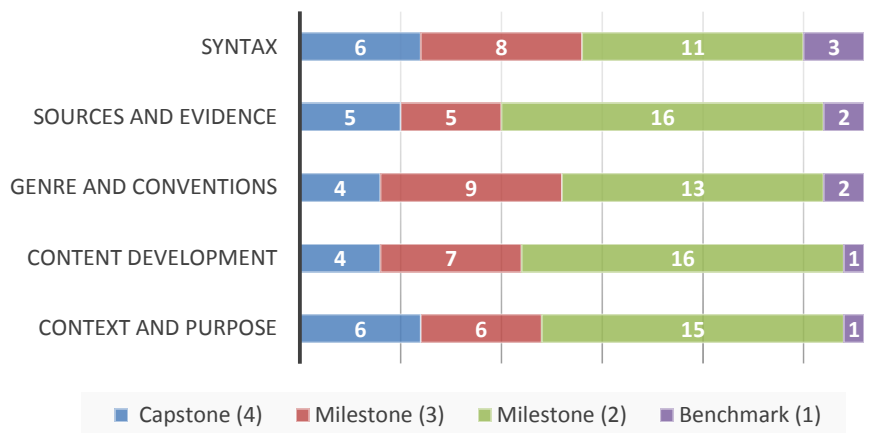


Figure 4.5 – 2016 Written Communication Rubric Results

## 2017 - Written Communication

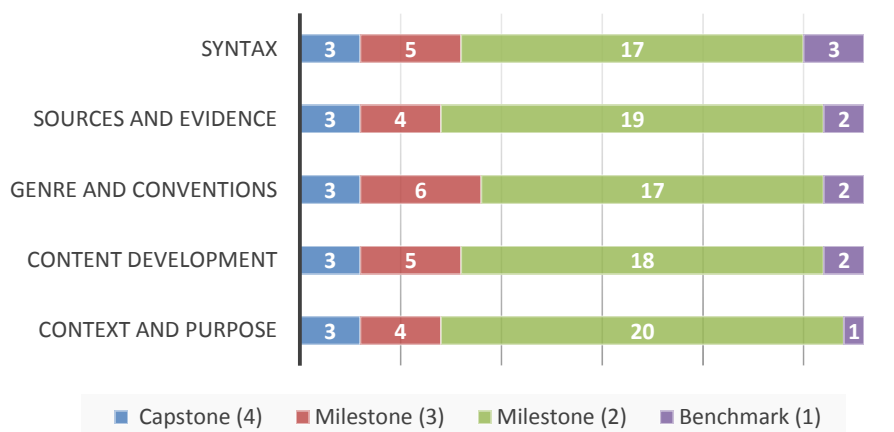


Figure 4.6 – 2017 Written Communication Rubric Results

## PLO 4. CHRISTIAN SYNTHESIS

### Overarching Program Learning Outcome

Students will make evident the intersection of their skill and knowledge in economics and business with a deep understanding of how their faith informs their vocation and decision-making.

### Where is Christian Synthesis identified and achieved?

Initial: EB 003 Principles of Accounting plus EB 011, EB 012

Developing: EB 104, EB 140, EB 150C, EB 150E, EB 150I

Mastered: EB 195 Senior Seminar plus EB 107, EB 191

### Assessment Procedures

Application of evaluation rubric to student responses

**Benchmark.** 80% of students perform at the Developed level on all learning outcome activities

Background. The E&B curriculum is designed so that students demonstrate the skills, attitudes, and commitments associated with being lifelong learners. Accordingly we wish to see them engage creatively in the particular societal contexts and communities they enter upon graduating from Westmont. This particular PLO centers on student ability to deepen the integration of faith into learning over their time at Westmont.

Overview. Students will make evident the intersection of their skill and knowledge in economics and business with a deep understanding of how their faith informs their vocation and decision-making. Specifically, students will demonstrate the integration of faith into learning via written and oral presentations that discuss ethical conduct, utilize scripture to inform decision-making, and demonstrate a willingness to show compassion for others. We first assess students during a core lower division course (EB 003 Principles of Accounting) and then re-assess students during our capstone course (EB 195 Senior Seminar). The initial assessment with this new rubric began this past year.

### Results

#### CHRISTIAN SYNTHESIS RUBRIC USED IN EB 003 PRINCIPLES OF ACCOUNTING

Students are expected to be able to demonstrate their skill and knowledge in economics and business as a result of what they learn in our E&B program. Importantly, this includes an understanding of how their faith informs their vocation and decision-making. This Christian Synthesis rubric is intended to measure the degree to which this synthesis exists with those students who are completing their lower-division requirements for Economics and Business. We will measure again the degree to which this synthesis exists with those students when they take EB 195 Senior Seminar.

Christian Synthesis during EB 003 has been incorporated using the video series, “Economics for Everyone.” These short videos present key economic principles, explaining the relationship between theology, philosophy, and economics as well as examining the application of economics in real-life systems. After each video, students answer specific questions that address basic economic principles from a biblical perspective. Students are given 10-15 minutes to formulate a written response. The responses are read and evaluated based on the Christian Synthesis rubric below (see page 43).

This activity helps evaluate each student’s level of understanding about how their faith intersects with their current knowledge of economics and business. Those levels are: developed, emerging, and initial. Students just entering the program may not have a developed knowledge of economics so this activity should demonstrate that they have an initial or emerging understanding. When a similar exercise is repeated in EB 195 Senior Seminar, we would expect that their understanding would deepen. (Note: we will work on



developing a “highly developed” level for this PLO so that our rubrics across PLOs are consistent, and so that we can identify the exceptional performance from the above average performance.)

This exercise is designed to stimulate an awareness of how one’s faith relates to economics and business, their vocation, and decision-making that will hopefully help students become more aware of how their faith intersects with their study of economics and business as they continue with their studies at Westmont.

For the more recent academic semester for EB 003 Principles of Accounting (Spring 2017), students were asked to respond to the following five questions, each question posed during a different class period.

Question 1: From a biblical perspective, “Why study economics?”

Question 2: If economics is ‘man making choices as to how to best use his limited resources in order to be a good steward before God,’ what are some specific ways you act economically?

Question 3: Identify three specific ways the Ten Commandments are necessary for a healthy economic life?

Question 4: If American Christians have been blessed with great prosperity, what does God expect them to do with it?

Question 5: From a biblical perspective, “Why study economics?” (same as question 1)

This exercise of asking students to respond to specific questions has been done for several years in EB 003 Principles of Accounting; however, Spring 2017 is the first semester that student responses have been assessed using this rubric.

For Spring 2017, student responses were evaluated based on the three criteria identified in the rubric. They are as follows:

- Did the student agree that there is an intersection of their faith and learning in economics and business?
- Was the student able to articulate a view of the relationship between their faith and economics and business?
- Was the students opinion convincing and reasonable?

Though each question has a yes or no answer, the students then defended or articulated their answers during the 15 minute writing time. We evaluated their complete response.

Each of the three criteria was scored as follows:

- Developed = 3
- Emerging = 2
- Initial = 1

The students in EB 003 Principles of Accounting are just entering the program and may not have a developed knowledge of economics and business so there is an expectation that this activity may demonstrate that they have an initial or emerging understanding of how their faith interacts with their study of economics and business. Figure 4.7 below summarizes the results of evaluating students comments to the five questions posed based on the rubric.

It appears that most students feel strongly that there is an intersection of their faith and learning in economics and business (Emerging to Developed), however their ability to articulate that intersection (Initial to Emerging) in a convincing and reasonable way (Initial to Emerging) still needs to be developed.

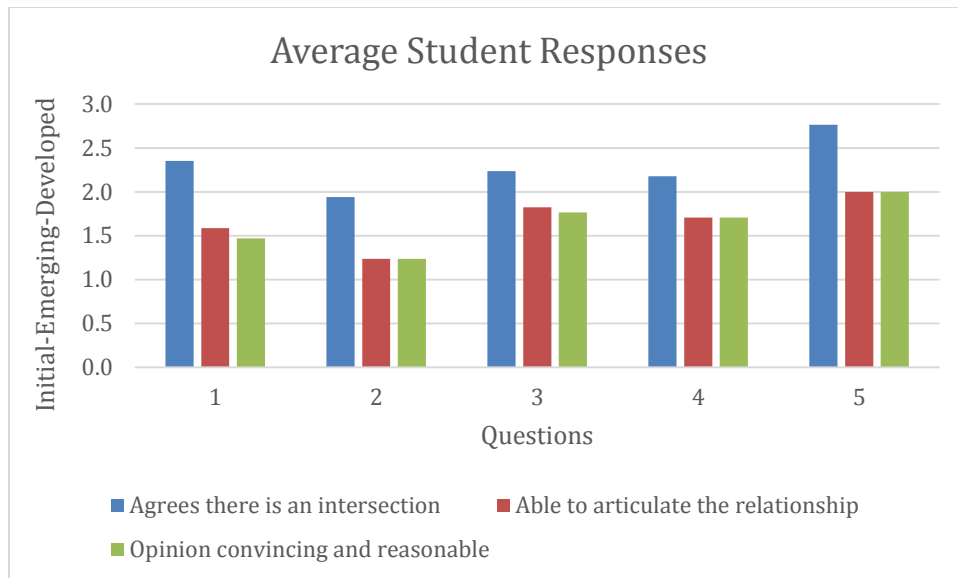


Figure 4.7 – Christian Synthesis in Economics and Business EB 003 Accounting (Spring 2017)

For future semesters, the intention is to expand this exercise to include an additional seven questions, so there will be ten questions in total.

Additional questions:

1. Some charitable organizations are interested in giving money and food to poorer nations; others are interested in teaching basic economics and providing economic means for wealth building. Is it important that these go together? Why?
2. What are ways that entrepreneurialism can be married to missions? To local ministries always in need of support? To training of foreign national Christians? Are there ways for groups to be “tent-building” ministries instead of simply receiving donations?
3. Why do you think that both England’s Magna Carta and the First Amendment to the US Constitution include freedom of religion as their first comment?
4. What do you know about the persecuted church around the world? How much of it is related to politics and economics?
5. Some say the choice is between allowing individuals the freedom to plan their own lives versus granting power to the government to plan their lives for them.’ What are the implications on either side for Biblical stewardship?
6. It rubs some Christians the wrong way when it is suggested that the government cut back and even remove itself from the position of taking care of its citizens, particularly the poor. But if these programs ultimately hurt more than help people, what is the moral obligation of Christians? Furthermore, what can Christians do to replace ineffective government services with gospel-centered charity?
7. From a biblical perspective, “Why study economics?”

## CHRISTIAN SYNTHESIS RUBRIC USED IN EB 195 SENIOR SEMINAR

In this final course of the major, EB 195 Senior Seminar, students are expected to be able to demonstrate their skill and knowledge in economics and business as a result of what they learn in our E&B program. Importantly, this includes an understanding of how their faith informs their vocation and decision-making. By now, several years removed from EB 003, we expect to see improvement in their responses so that at least 80% of our graduating Seniors have a developed view on how to integrate faith into learning and into their lives.

Though only a one unit course, in EB 195 Senior Seminar students are asked to review their beliefs, reflect on the personal characteristics and strengths they have developed or want to develop, and encouraged to think about how character might effectively assist them in their graduate studies and job pursuits. Students write a lengthy paper wherein they study attributes found in Scripture, reflect on class discussion and their time at Westmont, and then map out a plan for engaging the world on the world's terms yet still being salt and light, while being effective business people. Often this exercise leads the student to develop a personal mission statement that begins the process of identifying key personal traits that they desire to develop over the course of their lives, including but not limited to leadership style and conflict resolution techniques.

We will use the same rubric as in EB 003 (see page 43) for guidance in determining the student's ability to clearly articulate and describe how they plan to effectively integrate faith into their personal and business lives.

For the most recent academic semester for EB 195 Senior Seminar (Spring 2017), the student capstone paper was a critical reflection paper on the moral and ethical responsibility of a Christian professional in the context of a modern business firm. Within the paper, students created their own personal philosophy of how they plan to engage ethical dilemmas and moral challenges in the marketplace, including the development to assist in this endeavor. In an attempt to compare the EB 003 results, we evaluated the capstone papers using the following five criteria (focusing on similar material as the questions posed in EB 003):

- Criteria 1: Did the paper have a distinctly biblical perspective about how the student would choose to engage the marketplace?
- Criteria 2: Did the paper demonstrate an awareness by the student of wanting to make a difference with their gifts, passions and abilities?
- Criteria 3: Could the student identify specific ways biblical guidance was helpful in order to lead a life of satisfaction?
- Criteria 4: Did the paper reveal indications that the student felt blessed with opportunities not found elsewhere and did the student address what God might expect them to do with such blessings?
- Criteria 5: Did the paper have a distinctly biblical perspective about how the student would choose to live life outside of their jobs?

This exercise of assessing developed biblical perspective on living is an attempt to align our evaluation in EB 195 as closely as possible to the evaluation in EB 003. It is likely that we will need to refine both the readings and the lectures in EB 195 to better compare the progress made by students during their Westmont experience. This is the first semester that student papers have been assessed using this rubric.

For Spring 2017, student responses were evaluated based on the three criteria identified in the rubric. They are as follows:

- Did the student agree that there is an intersection of their faith and learning in economics and business?

- Was the student able to articulate a view of the relationship between their faith and economics and business?
- Was the students opinion convincing and reasonable?

Though each question has a yes or no answer, a review of each paper allows us to measure the depth of their answer.

Each of the three criteria was scored as follows:

- Developed = 3
- Emerging = 2
- Initial = 1

Of the 47 students in Senior Seminar in Spring 2017, the results show that students exceeded our benchmark. Specifically, on average, 53.2% of students were Developed, and other 40.4% of students were Emerging, and only 6.4% of students were Initial. When the rubric is overlaid with the student papers for this past 2017 class, 93.6% of students indicated “developed” or “emerging” responses in their senior paper. 6.4% of students were vague both as to a biblical perspective on living life and as to how to engage the marketplace with integrity, showing that they have not developed as desired by the program in the integration of faith into learning and living. Even if some of the students in this lower category do not profess faith in Christ, the rubric is broad so as to include ethical behavior to address moral dilemmas, so we cannot excuse this data as being from our non-Christian students. It is indeed a reflection of the respective student’s inability or unwillingness to address life from a Christian or ethical perspective, or it is a reflection of the student simply not reflecting in depth when writing their paper for a one unit course at the end of their Westmont experience. The negative result tended to be from students who clearly did not spend as much time on the assignment as their peers. We will monitor this in the years to come.

We will need to further refine the assignments in both EB 003 and EB 195 for clarity and perhaps alter the respective syllabi to better align our teaching with the assessment.

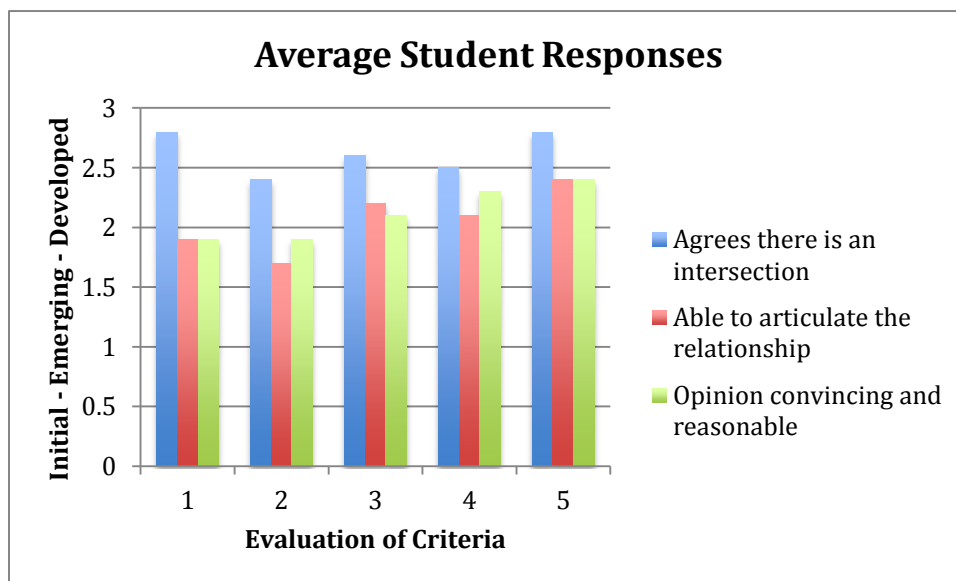


Figure 4.8 – Christian Synthesis in Economics and Business EB 195 Senior Seminar (Spring 2017)

## ECONOMICS & BUSINESS CHRISTIAN SYNTHESIS RUBRIC

(ASSESSMENT IN EB 003 PRINCIPLES OF ACCOUNTING AND EB 195 SENIOR SEMINAR)

As it relates to the question posed.	Developed 3	Emerging 2	Initial 1
<b>Agrees there is an intersection of their faith and learning in economics and business.</b>	Believes there <b>to be a direct</b> intersection of their faith and their study of economics and business.	Believes there <b>may be</b> an intersection of their faith and their study of economics and business.	<b>Not sure</b> there is an intersection of their faith and their study of economics and business.
<b>Able to articulate a view of the relationship between their faith and economics and business.</b>	Presents an <b>in-depth</b> understanding of how their faith intersects with their study of economics and business.	Presents a <b>reasonable</b> understanding of how their faith intersects with their study of economics and business.	Presents a <b>limited</b> understanding of how their faith intersects with their study of economics and business.
<b>Opinion is convincing and reasonable.</b>	Comments demonstrate a <b>mature</b> understanding of the intersection of their faith and study of economics and business.	Comments demonstrate a <b>developing</b> understanding of the intersection of their faith and study of economics and business.	Comments demonstrate a <b>basis</b> understanding of the intersection of their faith and study of economics and business.

Note: We will work on a “highly developed” category for evaluation in future years.

## ADDITIONAL ASSESSMENT DATA

As part of an ongoing internal initiative, we periodically ask professors to informally assess their individual courses based on our identified learning outcomes. Below is an example of John Tynan’s assessment of his course in EB 180 Principles of Management. John provided us with a succinct table and case study rubric as a snapshot of his efforts to integrate all four learning outcomes to this course. The information provided is helpful to the rest of the department and demonstrates his stellar efforts in the classroom as an example of what each professors strives for as he or she engages our students.

This exercise allows us to quickly assess the depth and breadth of our course offerings, to identify areas of strengths and weaknesses, and to deploy best practices that can be shared with colleagues in an effort to improve the overall quality of our teaching for each course regardless of whether or not it is being formally assessed.

### EB 180 - Management

<b>EB Department Core Competencies</b>	<b>EB-180 Management</b>
Core Knowledge. Students will exhibit active intellectual engagement in and application of the core Economics and Business curriculum.	The course uses the Griffin textbook on Management which develops the standard management topics. To focus on individual management we use Covey’s 7 <sup>th</sup> Habits of Highly Effective People. For system’s thinking we use Peter Senge’s the Fifth Discipline. We also bring in the WSJ each class to relate the material to current situations, topics and businesses.
Research Competency. Students will display an understanding of the research process and appropriate application of various technologies and research methodologies within Economics and Business.	Each student is required to research 15 mini-case studies evaluating a variety of businesses, technologies and circumstances. This research includes company financials, other companies within their business sector, trends, forecast and macro-economic factors. Research counts as 25% of the grade.
Communication Skills. Students will produce verbal presentations in debates, reports, and dialogues in economics and business, and will write executive summaries and papers in economics and business.	Organized in teams, each student is required twice to deliver course material to the entire class. Each student and each group are evaluated via an on-line survey. This is a writing intensive class with over 70 pages of writing. The rubric for the writing is attached.
Christian Synthesis. Students will make evident the intersection of their skill and knowledge in economics and business with a deep understanding of how their faith informs their vocation and decision-making.	Each student is required to open a class with a scripture reading relating to the management topic for that class. The reading is then discussed and reflected. A typical example is attached.  Each student is required to write a Personal Management Philosophy paper at the end of the semester. The requirement for this paper is attached. As you can see the focus is the Christian synthesis of all we have learned and very much on the decision-making process which is central to the course.

<b>Case Study Grading Rubric</b>					
Scale:		0.00 – 69%	70% - 79%	80% - 89%	90% - 100%
<b>Criterion</b>	<b>%</b>	<b>Below Standard</b>	<b>Approaching Standard</b>	<b>At Standard</b>	<b>Exceeds Standard</b>
<b>Understanding</b>	25%	Shows little understanding of the issues, key problems, and the company's present situation and strategic issues. Executive summary missing or poorly constructed.	Shows some understanding of the issues, key problems, and the company's present situation and strategic issues. Executive summary inadequate.	Shows adequate knowledge of the issues, key problems, and the company's present situation and strategic issues. Executive summary adequate.	Shows superior knowledge of the issues, key problems, and the company's present situation and strategic issues. Effective Executive Summary.
<b>Analysis, evaluation and recommendations</b>	25%	Presents an incomplete analysis of the issues identified. Makes little or no connection between the issues identified and the strategic concepts studied in the reading. Presents realistic or appropriate recommendations with little, if any, support from the information presented and concepts from the reading.	Presents a superficial analysis of some of the issues identified; omits necessary financial calculations. Makes appropriate but somewhat vague connections between the issues and concepts studied in the reading; demonstrates limited command of the strategic concepts and analytical tools studied. Presents realistic or appropriate recommendations supported by the information presented and concepts from the reading.	Presents a thorough analysis of most issues identified; includes most necessary financial calculations. Makes appropriate connections between the issues identified and the strategic concepts studied in the reading; demonstrates good command of the strategic concepts and analytical tools studied. Presents specific, realistic, and appropriate recommendations supported by the information presented and concepts from the reading.	Presents an insightful and thorough analysis of all issues identified; includes all necessary financial calculations; Makes appropriate and powerful connections between the issues identified and the strategic concepts studied in the reading; demonstrates complete command of the strategic concepts and analytical tools studied. Presents detailed, realistic, and appropriate recommendations clearly supported by the information presented and concepts from the reading.
<b>Research</b>	25%	Supplements case study, if at all, with incomplete research and documentation.	Supplements case study with limited research into the present situation of the company; provides limited documentation of sources consulted.	Supplements case study with relevant research into the present situation of the company; documents all sources of information.	Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information.
<b>Writing Mechanics</b>	25%	Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data and information; poorly organized. Grammar, spelling, punctuation, professional writing, and syntax needs significant improvement.	Writing lacks clarity or conciseness and contains numerous errors; gives insufficient detail and relevant data and information; lacks organization. Grammar, spelling, punctuation, professional writing, and syntax needs improvement.	Writing is accomplished in terms of clarity and conciseness and contains only a few errors; includes sufficient details and relevant data and information; well-organized. Adequate grammar, spelling, punctuation, professional writing, and syntax.	Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes thorough details and relevant data and information; extremely well-organized Excellent grammar, spelling, punctuation, professional writing, and syntax.

### C. PLO Concluding Remarks

We have experienced significant change to our department over this assessment interval. We believe the changes made were for the benefit of the students. We believe that the changes yet to be made will be for the benefit of the students. In the midst of change, we have seen increased demand for our major, an increased need for us to perfect our assessment criteria, and an increased need to reach out to our alums so that what we say and what we do are aligned: we promote life-long learning by pursuing academic rigor and a deep love for God. We wish that for our students and we wish that for our alums.

As a department, we enjoy each other, we respect each other, and we learn from each other. Whatever dysfunction that may have existed in the past has now dissipated in favor of a healthy work environment, a vibrant academic atmosphere, and a genuine affection amongst colleagues.

Challenges remain, including growth in numbers and depth of teaching. We have to manage growth and expectations. We have to deliver a quality education that our students deserve. We have to set out on a path that allows us to sustain our pace for years to come. Fortunately, these challenges are mostly solved with time and money. We have let the administration know that we need help, and that the addition of time (in the form of teaching assistance and advising relief) and money (to grow the program) would be appreciated as they discern how to dispense the finite amount of each on behalf of the college. We believe empirical data supports our claims.

In addition to managing numerical growth, we recognize the need for further depth of our offerings, especially in the form of new courses, more opportunities both for research and experience, and better assessment of our existing activities. The addition of four units for research or internships is a good start. So are our new assessment rubrics. So are the new course offerings. Now we have to monitor all the changes to assure that we remain on the right track and that we deliver a high quality experience for each student.

Finally, in assessing our curriculum against the four comparable institutions, it seems clear that we line up favorably with the broad consensus of what constitutes an undergraduate economics and business major in a Christian liberal arts setting. The Westmont E&B major has a breadth and depth that is attractive. Some comparable institutions had calculus as a required course, others emphasized research. Both are current electives at Westmont and, given the high number of our students who go on to graduate study, these differences deserve further review. We are addressing research as part of our proposal to move from 49 to 53 units next year.

### C. Future

A new multi-year assessment plan has been initiated and appears in Appendix 11. We are still interested in assessing at the individual class level and via alumni surveys. We intend to better assess all PLOs in the future now that well-established rubrics are in place for the right courses for all four of our learning outcomes. We will make appropriate adjustments to our rubric and to our assessment process based on the data received.

## 5. GENERAL EDUCATION AND SERVICE COURSES

As presented in Section 2, the department's contributions to the General Education program include courses as follows:

Understanding Society. Some non-EB majors take E&B courses as required for background study in other fields such as Political Science or History. The two specific courses that satisfy the Common Inquiries Understanding Society requirement are our two Principles of Economics classes. As many as 70-80 students per year enroll in Principles of Macroeconomics (EB 011), while as many as 50-60 students per year satisfy this requirement by taking Principles of Microeconomics (EB 012).



Thinking Historically. To fulfill the Common Inquiries Thinking Historically requirement, students may enroll in EB 103 History of Economic Thought or EB 120 American Economic History.

Thinking Globally. To fulfill the Common Inquiries Thinking Globally requirement, students may enroll in EB 104 World Poverty and Economic Development or EB 184 Globalization.

A new course, EB 107, Business at the Bottom of the Pyramid, and a revised course, EB 191 Entrepreneurship and New Venture Development will both be requesting Thinking Globally status in the 2018-19 school cycle since both courses strongly emphasize a global perspective on business, and one (EB 107) requires travel to Haiti as part of the curriculum.

Writing Intensive. In addition to our teaching in support of Common Inquiries, we also address our students' need to grow in their ability to communicate well with the writing-intensive courses for our majors which include EB 104 History of Economic Thought, EB 120 American Economic History, EB 160 Principles of Marketing, EB 180 Principles of Management, and EB 191 Entrepreneurship.

We will likely be requesting that additional courses be added to the Writing Intensive Common Inquiry since these courses include (and often exceed the existing designated courses in) extensive written or oral presentations and writing intensive requirements. EB 107, EB 140, EB 190 and EB 191 are the courses which should qualify for consideration as being Writing Intensive. EB 140 is the course where we evaluate our written communication rubric.

Production and Presentations. To fulfill the Productions and Presentation requirement, students may take EB 191 or EB 192.

We also provide group presentations in EB 140 Executive Leadership and may request that this course also be eligible for consideration.

Major Discipline/Competent and Compassionate Action. All students majoring in Economics and Business fulfill the Integrating the Major Discipline section of Competent and Compassionate Action by taking EB 195 Senior Seminar during the final semester.

Serving Society. Students who take EB 160 Principles of Marketing and EB 190SS Practicum meet the requirement for Serving Society, Enacting Justice.

We will likely petition the college to include both EB 191 Entrepreneurship and EB 107 Business at the Bottom of the Pyramid to be included in Serving Society since the former consults with non-profits in a semester-long, very active way and the latter travels to Haiti and to date has helped to start 39 small businesses with people who formerly made less than \$1USD per day.

#### A. Student Learning Outcomes for GE in the Department

##### 1. Common Contexts: Understanding Society

a. EB011 Principles of Macroeconomics introduces students to the basic principles of economics and sets them in the context of the particular methodologies of the social sciences. Students are engaged with the core premise of scarcity and the implication of how consumers, firms and governments make choices among alternatives, and how those choices affect aggregate economic activity and wellbeing. Macroeconomic theory, built on the foundations of Microeconomic theory, is then applied to institutions, public policies, and individual and firm behavior to understand its practical importance to decision making – illuminated by historical experience and contemporary controversies. Significant analysis is devoted to the activities of key institutions such as the federal executive and legislative branches of government, the central bank in making fiscal and monetary policy, and international trade and finance.

b. EB012 Principles of Microeconomics uses models, usually in graphic form, to analyze complex human economic behaviors. These models or hypotheses about human behavior are built on the fundamental economic premises that scarcity forces choices and that persons, families, businesses, and government are responsive to costs and benefits associated with those choices; in economics, incentives matter profoundly. Not only does economics illuminate human behavior in the traditional economic areas of production and consumption but also such behaviors as the decisions concerning family size, the decision to commit crime, and the behavior of government policy makers. The method used in the course is primarily the scientific method. While economic behavior cannot always be observed in a laboratory as in many areas of science, empirical data from broad formal studies and anecdotal examples from life experience can be used to confirm or challenge hypotheses about economic behavior.

## 2. Common Contexts: Thinking Globally

a. The EB104 course in World Poverty and Economic Development introduces students to a comparative global perspective through the following: It challenges students to compare policies and institutions among various developing countries and relate them to economic successes or failures. It considers how policies promoted by the North through the IMF and World Bank help or hinder proclaimed principles of trade and mutual benefit. It considers Asian, African, and Latin American cultural elements that affect economic behavior and performance. It challenges students to consider perspectives beyond those of the U.S. and the North by looking at poverty “traps” associated with the poorest economies in the world. It utilizes the largest available global data sets to test hypotheses about development. It encourages students to consider off-campus programs and careers that work toward promoting prosperity and justice.

b. EB184 Globalization: Economic History, Controversy and Prospects challenges students to engage in critical thinking by pushing beyond a narrow parochial perspective in considering major global economies and their interaction. They wrestle with the issues of international trade and trade barriers, participation by low-income economies in the global trading system, outsourcing and offshoring and their impact on job movements and wages, poverty levels and income growth, and environmental pollution. Students are shown through numerous examples that to truly think globally regarding economic issues is to consider how the nature of these economic problems are similar and yet different for economies in Asia, Africa, South America, Europe and North America, and to consider how these problems impact the connections between these economies in an increasingly borderless world. Students employ a comparative approach to globalization from the standpoint of its history, current dimensions, and lessons for the 21<sup>st</sup> century world economy. Students explore not only to how globalization is understood in the West, but also how it is understood and evaluated by non-Western perspectives.

## 3. Common Contexts: Thinking Historically

a. EB103 History of Economic Thought examines different modes of inquiry in the history of economics. Students analyze the key primary texts in the history of economics, and engage in the process of historiographic discussion of critical interpretive questions raised in the secondary literature of the history of economic thought. Students examine the history of economics in order to appreciate its origins in antiquity and the specific ways in which the evolution of economic institutions in both the premodern and modern eras shaped the way it has developed as a formal discipline. This requires careful reading of the great thinkers of early and late antiquity (Plato, Aristotle, Aquinas) and both the early modern and modern eras (Smith, Malthus, Ricardo, Mill, Marx, Marshall, Veblen, Keynes, Hayek, Schumpeter, Friedman) which takes account of the particular economic, geographic and political features of the eras and societies in which they wrote.

b. EB120 American Economics History requires students to examine the complex questions of economic change in developing an understanding of the economic transformation of the United States. In the process students engage with primary historical texts and the secondary literature with respect to the U.S. Constitution; Hamilton's Reports; debates over tariff policy, the literature of the robber barons, as well as the debates over various economic policies and governmental programs, including New Deal economic policy, post-World War II labor law, and economic policies associated with presidential administrations in the past 70 years, including monetary, fiscal and trade policy. Students work with the historiographic discussion of interpretive issues in the secondary literature in American Economic History, placing in historical context various economic institutions and developments in the American economy over time, including issues such as regional specialization in the colonial economy, the American Revolution and formation of the United States, trade and the antebellum economy, slavery and economic development, the role of technological innovation, immigration and the postbellum economy, the changing relations between the participation of African-Americans in the economy and labor law, the changing role of women in the evolution of the American economy, and changes in the role of government and economic policy over time.

#### 4. Common Skills: Writing-Intensive for the Major

a. EB103 History of Economic Thought requires four writing assignments: three 2-page papers and a research paper of 10-12 pages in length. For each of the short papers, students examine a particular topic through working with primary sources in the history of economic thought. Each paper is evaluated in terms of both content and writing quality. The research paper requires students to engage in a writing process and adhere to benchmarks for submitting an outline and rough draft; for these assignments the instructor provides feedback in improving the final paper. The research paper is designed for the student to address and evaluate an aspect of the economic thought of a key contributor to the historical development of economics. To help provide some of the materials needed for a historiographic discussion of the paper topic, students are directed to the secondary literature as noted in the journals, research volumes, and other sources listed in the annotated bibliography at the end of the syllabus. These sources are useful in both choosing an economist and topic and in developing a discussion of critical interpretations of the primary sources utilized in the paper.

b. In EB120 American Economics History requires four writing assignments: two 2-page papers, a five-page debate paper, and a research paper of 10-12 pages in length. Each of the papers requires the student to delve into a topic in American economic history by means of a careful analysis of contrasting positions and defense of a thesis. Each paper must interact with secondary sources. The paper is evaluated in terms of both content and writing quality. The research paper requires students to engage in a writing process and adhere to benchmarks for submitting an outline and rough draft; for these assignments the instructor provides feedback in improving the final paper. The objective of the research paper is to produce a thoughtful, well-written historical narrative that applies economic analysis to a particular issue/topic in American economic history. The paper must engage the critical interpretations of this issue/topic in the secondary literature. The journals, research volumes, and other sources listed in the annotated bibliography in the final section of the syllabus are useful for the historical narrative and historiographic discussion of the paper's issue/topic.

c. In EB160 Principles of Marketing requires students to write multiple papers focused on different communication objectives. The first is a concisely-written three-page mini-case (in conjunction with an in-class presentation) that demonstrates a capacity to review a marketing message, analyze it in greater detail, and hone their business writing and critical thinking skills. Feedback is provided on the first draft with respect to the essay's presentation of its argument and how effectively its images, ideas, concepts, and reasoning are communicated. The second group of writing deliverables is a series of five, single page executive summaries based on five varied articles. Students summarize the article, conduct industry research to size and scale the matters raised in the article, and then advise the professor as though they were advising the CEO of a

company. Prior to turning-in these executive summaries, students must have classmates peer review their work. Students must turn in their summary along with a hard copy of the peer review paper (showing they incorporated the peer reviewer's comments). This process helps students become more focused writers as well as reviewers. The final essay has strict assessment criteria including report excellence, creativity, delivery and self-evaluation. The essay is to include development of target markets, branding and promotion. Students also complete a marketing plan (paper and presentation) for their evaluation of a marketing strategy for a non-profit organization. Finally, students are required to build off their writing work and draft a succinct two-page summary of key principles learned from this course. Overall, students produce a volume of writing with a specific emphasis on learning to communicate in a distilled and concise manner suitable for the business world.

d. EB 191 Entrepreneurship and New Venture Development requires that each student communicate entrepreneurial ideas and innovative theories following the standard conventions of writing or speaking in the discipline via oral presentations of business plans and weekly written executive summaries, specifically including the following from each student: 1. 14 one-page executive summaries of the respective week's readings that cover disparate data in need of synthesis; 2. two short (~two-page) position papers revealing their thoughts on entrepreneurship and new venture development in developed countries (often as a tool of capitalism) versus developing countries (often as a tool for missions). What are the similarities? What are the differences? Should there be similarities or differences? Why or why not?; 3.) a mid-term written examination that cover the readings, terminology, concepts, and models from the first half of the semester. This paper will be at least four pages in length, citations inclusive; 4.) A comprehensive 25-30 page business plan, including but not limited to developing a succinct Executive Summary, performing industry and market research, creating pro-forma financial statements, assessing both the cultural and competitive environment, identifying and introducing the executive team and the Board of Directors, and stating the reasons why their product or service, at this particular time, is the best viable solution; and 5.) A final exam similar in scope to the mid-term exam.

## 5. Competent and Compassionate Action: Productions and Presentations

a. EB 191 Entrepreneurship and New Venture Development requires approximately 26 students comprising seven 4-person venture teams initiate, research, develop, and produce a professional-quality 25-30 page start-up business plan that demonstrates team-based expression and creativity. Each plan will specifically address one of the world's deepest needs by partnering with a struggling non-profit or ministry. At the end of the semester, each team then makes a formal presentation of their recommendations in front of a panel of judges. The plans are always 100% student initiated and reflect original creativity, global innovation and well-defined market solutions to known problems. Dozens of team meetings, as well as weekly team meetings with the professor during the last half of the semester, engage the student teams in the key issues and processes involved in bringing a brand new concept or problem from idea stage through operational facets and commercial application or solution. The presentations always provide great interaction between the founding team and student peers, the professor and an outside panel of judges.

b. In EB 192 Change and Innovation, students comprising 2-person innovation teams initiate, research, develop, and produce a professional-quality 25-30 page industry analysis (IA). They then make a formal presentation of this finished product in class. The IAs are always 100% student initiated design and format, and reflect original creativity and innovation in tracking the industry from inception through its various growth stages or decline up to the present. The IA presentations are equally 100% student initiated and demonstrate personal and team-based expression and creativity. Dozens of team meetings, as well as multiple professor-team meetings engage the students in the key issues and processes involved in effectively mapping the life cycle of a given industry. The presentations always provide great interaction between the founding team, student peers, professor, and outside judges. This class also incorporates multiple guest speakers from a wide array of industries to provide first-hand insights on change and innovation within those industries.

## 6. Competent and Compassionate Action: Integrating the Major Discipline

a. EB 195 Senior Seminar is our capstone course for the EB major. Students are challenged to think carefully about the benefits and also the limits of economics as a discipline. Selected readings provide the opportunity for students to apply Christian values to a range of economics and business issues and to ponder carefully about the responsibilities of a Christian called to active social engagement in the world of economics and business. Students draw on interdisciplinary thought as particular focus is placed on the internal and external responsibilities of the corporation in a broader social context, its moral possibilities, its relationship to the capitalist system, and its role in the mediating structures of modern society. Among the topics considered are corporate transparency, customer care, treatment of workers and the environment, and globalization; questions of human rights, transnational activities, downsizing, and responsibilities to the poor. Matters related to critical thinking, problem solving, dispute resolution and decision making are also incorporated into the course.

## 7. Competent and Compassionate Action: Serving Society

a. For EB 160 Principles of Marketing, utilizing the lessons learned throughout the course, students are organized into marketing teams and identify a local non-profit for which they will assess the organization's marketing needs. From their audit of the organization they will initiate appropriate research methodologies to quantify aspects of the marketing project. They are expected to understand the customer's and/or constituencies to be impacted by the recommendations. Finally they are to make recommendations and submit a complete Marketing Plan (written paper between 10 pages minimum, and presentation to the non-profit) that summarizes stated marketing need, research methodologies used and implications of the data, and marketing recommendations. Students are graded as a group, individually and by peer grading.

b. In EB 190SS Practicum/Internship with a Serving Society focus, students may complete a directed internship with a local-area company or organization for upper division EB elective units as an applied practicum. Meeting the "serving society" criterion is based upon the specific focus of the directed work/projects engaged and completed during the semester. Some students do this at a non-profit firm/organization, others at a for-profit company/organization. Students first develop and submit a Purpose Statement delineating the specific underlying rationales by which their proposed work/project will serve society – both specifically for the individuals/companies involved, and the broader social community in proximity to the targeted specifics. Students then create a work-process flow with their immediate supervisor as to how to operationalize the Purpose Statement into a defined project, with targeted benchmarks and deliverables at each stage, leading up to the final product outcome. That final product/plan/summary must enumerate the specific impact of who this serves and how it will do so if/when the sponsoring firm/organization decides to implement it. Students study the concepts of calling, life work, professional development, and how economics and business can serve society.

## B. Evidence Collected in the Department, Courses Supporting Other Departments, and Conclusions

As indicated in Section 4, we have a well-developed assessment process for PLO 1 Core Knowledge. We have identified the proper assessment tools for PLO 2 Research, PLO 3 Communication and PLO 4 Christian Synthesis. Those tools are in various stages of implementation. Of particular interest to us are the courses that focus on progress in the areas of research, written/oral communication and Christian synthesis. The rubrics in these three areas have been valuable in application to the courses satisfying, respectively, the thinking historically, writing-intensive and competent and compassionate action requirements.

Two of the 32 courses typically offered annually in our department specifically support another department. Political Science majors are required to take Principles of Macroeconomics for the International Studies in that major. Conversations with the Political Science department over the years indicate satisfaction with this course serving their majors well.

Assessment discussions over the past seven years lead us to think that our GE courses in general are working well in addressing the relevant expectations for Understanding Society, Thinking Globally, Thinking Historically, and Productions and Presentations. When part-time faculty teach courses that are writing-intensive and/or offer credit to students for the Serving Society requirement, we need to be mindful to ensure that the course assignments closely adhere to the GE requirements. In general, they do. As our full-time faculty has expanded, the burden of assessment has shifted from adjunct professors to professors.

## 6. FINANCIAL AND PROGRAM RESOURCES

### A. Financial Resources

#### 1. Adequacy of the Current Budget

The annual budgeted financial resources available within the E&B department remain inadequate to meet the needs of a growing department. Our modest budget must cover supplies, journals and other periodicals, outside speakers, student research assistants, student teaching assistants, travel, hospitality/receptions for various clubs and groups within the department, marketing/promotions for events such as external speakers. We are in particular need of increased resources for student teaching assistants in order to adequately accommodate larger class sizes and an expanding department.

The de facto financial policy that has evolved over the years seems to either be: a) make do with the allocated small amount available, or b) raise funds outside of the college to cover costs of various events, research initiatives, and related programs.

In the former case, it translates into either doing much less than should be and could be done within the department for students and faculty, or it results in skimping significantly on the monetary allocations related to events, research, and programs. Our base budget should be expanded to be more in line with other departments as calculated on a per student basis. In the latter case, it translates into significant additional time and effort from the faculty's already over-worked schedules to prospect, approach, nurture relationships, secure, and then maintain relationships with outside individual and business donors and supporters. Chair Ifland is willing to work with the Office of College Advancement (OCA) to secure additional resources for the Eaton Center for Entrepreneurship and Innovation. Chair Ifland and Professor Asher are willing to work with OCA to secure additional resources for a speaker's series. All professors are willing to work with OCA or other entities to increase opportunities for our faculty to secure grants to do unique research, particularly if that research involves student participation.

#### 2. Additional Resources Needed

We need additional resources to fully fund the endowed Eaton Center for Entrepreneurship and Innovation and for a speaker's series that will engage students, the Santa Barbara community and our alums. We also need an immediate \$5,000 increase in our budget to appropriately serve our students in a way they deserve and their tuition dollars demand. We will use the additional resources to acquire adequate teaching assistance, an inexpensive alternative to hiring more instructors.

### B. Program Resources

## A. Library

### Overview of Library Holdings

The Westmont Library has for many years worked with the Economics and Business department to develop a collection that supports student learning and faculty scholarship. From 2010-2013, collection development for the department was handled by Savannah Kelly. In collaboration with faculty, Kelly recommended the purchase of PrivCo, a database that targets industry data for privately-held companies. She also ordered books to support student research and writing in marketing and management.

In the fall of 2013, Jana Mayfield Mullen ran a collection report by subject area for all library holdings [see attached appendix]. This report revealed that the top three subjects covered were the history of economics; economics and industries, land use, and labor; and finance. Economic theory and business administration were also well represented.

Since 2013, the library has greatly increased its purchase of electronic books through ProQuest, a great number of which focus on business and marketing. Online databases offered include EconLit, produced by the American Economic Association, providing access to journal articles, books, dissertations, working papers, and book reviews. Another ProQuest product, ABI Inform Global, highlights “business conditions, management techniques, business trends, management practice and theory, corporate strategy and tactics, and competitive landscape.” [“About ABI Inform Global,” <http://search.proquest.com/abiglobal/productfulldescdetail?accountid=14990>] Also of note was the return of the *Wall Street Journal* in print in 2014 after a year’s absence. (It is also available online through ProQuest Newspapers, but it is html-only text.)

Provost’s funds of \$2,000 were granted to Enrico Manlapig for the purchase of library books in the fall of 2014. Over the next two years, the library added several titles related to decision analysis in support of his research and his 2016-2017 courses.

### Expenditures

In 2010-2011, \$1,319.31 was spent on 32 books for the Economics and Business collection out of a Special Fund. Since 2013, the average amount spent for books and DVDs has been around \$1,500 annually, which is the amount allocated for each academic department in the library budget.

In contrast, during the last six years expenditures for online database access increased dramatically, going from about \$750 annually to over \$11,000 in 2015-2016. This reflects the general trend for academic online journals, especially for full text access.

### Instruction and Research Help

Savannah Kelly collaborated to provide instruction for David Anderson’s courses in Principles of Marketing, Society, Morality, Enterprise (Ethics), and Principles of Management. In addition to in-class Information Literacy instruction, Kelly worked with students – mostly upper-classmen - one-to-one at the Research Help Desk.

This collaboration ended with Kelly’s departure. However, in November of 2013, adjunct professor David MacCulloch contacted Jana Mullen, requesting help developing a writing-intensive version of Principles of Management for spring 2014. Mullen, MacCulloch, and Sarah Skripsky, head of the Writing Center, met in December to discuss the intersection of writing and research instruction and assignments.

Mullen also collaborated with Manlapig in the fall of 2014 and spring of 2016 for Business Research and Forecasting. This involved the librarian attending classes, providing in-class Information Literacy instruction, and providing one-on-one research consultations for group projects.

## Future directions

Every year since 2013, Mullen has solicited suggestions for books and other materials to deepen the Economics and Business collection. The most consistent response has been in the history of economics, international economics, economics of gender and race, and macro/micro economic policy.

The 2016-2017 annual goal for the library is to focus on collection development. This involves evaluating all our resources, electronic and print, reference, journals, and monographs, to determine whether they are still serving the needs of our patrons.

Collaboration with faculty in the Economics and Business department on the selection and de-selection of resources will be the key to creating an excellent collection for future student and faculty research.

The library will continue to offer Information Literacy workshops in Finding and Evaluating Resources and Hands-on Source Integration. These can be arranged with the department liaison for either in-class or evening time slots, at the time in the semester when students may be struggling with these skills.

## **7. CONCLUSIONS AND LONG-TERM VISION**

### **A. DEPARTMENTAL ACCOMPLISHMENTS**

There has been an increase in students majoring in Economics and Business over the past few years. We think, in part, because of the changes that have been made by our department. While data in this report suggests that the demand for this major has always been high, it now appears to be growing, and the growth challenge before us appears to be chronic rather than acute. The challenge for us will be to continue to rapidly put a plan in place to meet demand and to sustain a high quality experience in all areas of our major.

We created six new courses since our last assessment and plan to introduce four new courses in the coming year.

The Eaton Center for Entrepreneurship and Innovation in particular, and the Economics and Business department and Westmont College in general, was recognized by Forbes magazine in their latest entrepreneurial ranking as the tenth highest rated college in America and the only Christian college listed.

### **B. LOOKING AHEAD**

We are excited to have Barbara DeVivo join us in the Spring 2018 semester for a one-year appointment teaching a 2:2 schedule as she completes her Ph.D. Of her four courses, three will be new to Westmont and should fill an important hole in our previous course offerings.

We are excited about the new Data Analytics major and look forward to active participation with the Mathematics and Computer Science departments.

We look forward to moving from 49 to 53 units to fulfill our major requirements since the additional four units specifically address two chronic needs from our past that had to be addressed: first, that all students should participate in an internship; and second, that we as a department needed to increase research competency in our students.

With excitement and challenges come concerns. We must address the resources available for us to do our jobs well, and we must solve the heavy advising and teaching loads. We have worked very hard to create a department that can be sustainable over the long term, and we need to address these issues in order for that goal to be realized.



Growth pains notwithstanding, we are thankful for the wonderful support we receive from our talented and experienced administration, so it is with grateful hearts that we commit ourselves to making this the best Christian liberal arts Economics and Business department possible. We know that a close partnership with the administration will allow us to realize our goals.

### C. ACTION PLAN FOR SIX-YEAR PROGRAM REVIEW CYCLE

The attached Action Plan for a Six-Year Program Review Cycle for the years 2018-2023 provides additional details beyond the narrative listed below.

The above-described goals or objectives – for instance, to move from 49 to 53 units (requiring internship or individual research), to offer yet more courses, to find more reasonable class sizes and advising loads, to secure the resources to fund it all - are significant challenges that require discernment, resources and time.

The first objective is to move from 49 to 53 units. We should have a plan for consideration completed by this Spring for consideration beginning as early as the 2018-2019 school year. We will require either an internship or individual research from each student. Paul Bradford will be moving from his teaching roles in marketing and innovation to a teaching role for both semesters of an internship class. This readjustment aligns his teaching roles with his role in the Career and Calling office. Barbara DeVivo will teach the marketing course and Rick Ifland will teach the innovation course, again aligning interest and expertise. This objective is the result of student need in the marketplace (for either experience or research competency, or both), alumni insight (both in the survey from 2009 and again in 2017), and departmental learning outcomes (core knowledge, research, communication skills and integration of faith into business).

The second objective is to find a rhythm that is sustainable over a long period of time by a) moving from larger class sizes to smaller class sizes, and b) reducing the advising loads of our E&B professors. This can only be accomplished with more professors or less students (teaching load) and by sharing the advising load for non-declared E&B majors (advising load). These matters deserve more discussions internally within the department and a larger discussion with other interested parties (executive administration, Registrar's office, etc.) so, though an objective, it needs further examination and a broader discussion.

The third objective is to raise sufficient funds to meet student needs, to host a speaker's series, to complete the endowment for the Eaton Center, and to allow more opportunities for faculty to work with students in research.

#### Timeline for achieving these goals

As with all forecasting, we can only conjecture a reasonable schedule to accomplish these significant challenges. We are at the mercy of college resources to accomplish the majority of our plan. That being said, our intent will be to follow the timeline shown here:

Goal 1: Increase units from 49 to 53 units. We will petition the college this year for consideration of this plan to be implemented as early as the 2018-2019 school year.

Goal 2: Determine a sustainable rhythm for teaching and advising. We have no time line for this goal except to say that further discussion is needed with an expanded audience. There are more variables than constants at this point, so we simply want to begin the discussion now and improve over time (as we have been able to do over the past two years).

Goal 3: Raise funds to complete the endowment, fund a speaker's series and provide a sufficient budget for our professors to teach at the highest level. We are presently having discussions with a lead donor for the speaker's series. We have executive support for raising funds for the Eaton Center now that the Global Leadership Center is complete. We need a small amount of money to increase our budget to get more

teachers aides and that can be done now with college approval. Finally, we will need more resources for more research. The timeline begins now and will be ongoing over the life of this next assessment period.

**Action Plan For a Six-Year Program Review Cycle  
Years: 2018-2023**

**Economics and Business Department**

	A brief description of each <b>proposed change</b>	A brief rationale and evidence that support the <b>proposed change</b>	Six-year timeline for the <b>proposed changes</b> and actions	Who is in charge if known
<b>1</b>	Curriculum / program	Add new course in Organizational Behavior to improve overall quality of department	2017-2018	Barbara DeVivo/Rick Ifland
		Add new course in Diplomacy Behavior to improve overall quality of department	2017-2018	Barbara DeVivo/Rick Ifland
		Add new course in Branding Behavior to improve overall quality of department	2017-2018	Barbara DeVivo/Rick Ifland
		Add new course in Executive Strategy to improve overall quality of department	2018-2019	Rick Ifland
		Change instructor in EB 190 and EB 190SS from Rick Ifland to Paul Bradford to better align department with Career and Calling	2017-2018	Paul Bradford
		Change instructor in EB192 Change and Innovation from Paul Bradford to Rick Ifland to better align professor interest to subject matter	2017-2018	Rick Ifland
		Offer a new summer program in Singapore to reflect our focus on global business education	2018-2019	Paul Bradford

<b>2</b>	Initiatives to improve teaching and learning	Founding of a Speaker's Series to hold two events per year	2017-2018	Martin Asher/Rick Ifland
<b>3</b>	Possible adjustments in faculty priorities or responsibilities	See notes above re: Rick Ifland and Paul Bradford switching courses	2017-2018	Paul Bradford/Rick Ifland
		Barbara DeVivo begins a 2:2 teaching schedule	2017-2018	Rick Ifland
<b>4</b>	Learning outcomes that the department will assess in the subsequent years	Since we have developed new rubrics for 3 out of our 4 PLO's we will monitor PLO 2, PLO 3 and PLO 4 this year for initial assessment, then develop a focus for each PLO, including a timeline, depending on the initial results in 2017-2018	2018-2019, 2019-2020	Department
<b>5</b>	Reallocation or acquisition of resources that would be necessary or helpful in the pursuit of these goals	More financial resources for teaching assistance to reflect a growing major and the high student:faculty ratio in classes	2017-2018	Rick Ifland
<b>6</b>	Other important changes	Eaton Center for Entrepreneurship and Innovation requires additional fund raising in order to prosper	2017-2018, 2018-2019	Rick Ifland
		Singapore Summer Program to expand Westmont's global learning footprint	2018-2019	Paul Bradford

#### D. MULTI-YEAR ASSESSMENT PLAN FOR 2017-2023

Our plan is detailed below. It is a fluid document for a fluid department so the timeline might be fungible. Resource availability may also alter the timelines. As such, we expect there may be some slight changes communicated during our annual assessments in the coming years. Regardless of those changes, we are confident in and excited about the direction we are headed. This plan represents our best thoughts at this point in time.

**Economics and Business Department  
MULTI-YEAR ASSESSMENT PLAN**

Program Learning Outcomes	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Means of Assessment, and Benchmarks	Who is in charge?	How the loop will be closed /has been closed?
<b>PLO 1 Core Knowledge- Concept Improvement</b>	X	X					<b>Direct methods:</b> National Economics Exam parts A & B  <b>Benchmark:</b> Class average of 70% on the national economics field examination	Edd Noell  Enrico Manlapig  Martin Asher	<b>Findings:</b> Several concepts, including market equilibrium, monetary functions and monetary policy, and consumer surplus should see improved student performance  <b>Closing-the-Loop Actions:</b> Rather than during Senior Seminar, we will administer Exam Form A at the end of the Intermediate Microeconomics course, and Exam Form B at the end of the Intermediate Macroeconomics course
<b>PLO 1 Core Knowledge- Graphical Cues</b>		X	X				<b>Direct methods:</b> National Economics Exam part B  <b>Benchmark:</b> Class average of 70% on the national economics field examination	Martin Asher	<b>Findings:</b> 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.  <b>Closing-the-Loop Actions:</b> We will supply more graphical cues
<b>PLO 1 Core Knowledge- Examination Tool</b>	X						<b>Direct methods:</b> National Economics Exam parts A & B  <b>Benchmark:</b> Class average of 70% on the national	Enrico Manlapig  Martin Asher	<b>Findings:</b> Specific questions with negative rpi need to be reviewed and either replaced or modified  <b>Closing-the-Loop Actions:</b> We will revise and replace one

							economics field examination		question for Form A and two questions for Form B since each question had a negative rpi score.
<b>PLO 2 Research-Diverse Tools</b>							<b>Direct methods:</b> Course work in EB020 (Research and Forecasting), EB115 (Game Theory), and EB193 (Applied Research in Economics and Business)  <b>Benchmark:</b> Application of evaluation rubric where 80% of students perform at the Developed or Highly Developed level on all learning outcome activities	Enrico Manlapig	<b>Findings:</b> We recognize the diversity of research methods. As valid modes of inquiry, we should include performing market research and preparing case studies  <b>Closing-the-Loop Actions:</b> We will embrace a broader array of valid modes of inquiry and evaluate those modes in our new evaluation rubric
<b>PLO 2 Research-Research Components</b>							<b>Direct methods:</b> Course work in EB020 (Research and Forecasting), EB115 (Game Theory), and EB193 (Applied Research in Economics and Business)  <b>Benchmark:</b> Application of evaluation rubric where 80% of students perform at the Developed or Highly Developed level on all learning outcome activities.	Enrico Manlapig	<b>Findings:</b> We recognize there are additional components of the research process that we did not assess, including design, analysis, and reflection  <b>Closing-the-Loop Actions:</b> Improve the reliability and transparency of the assessment process with a new rubric that is intentionally broad from a disciplinary perspective. Specific dimensions should appropriately reflect the broad research outcomes the department expects for its students.

<p><b>PLO 3 Communication-</b> Oral Content Delivery</p>			<p>X</p>	<p>X</p>		<p><b>Direct methods:</b> EB 191 (Entrepreneurship and New Venture Development) team oral presentations</p> <p><b>Benchmark:</b> 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>	<p>Rick Ifland</p>	<p><b>Findings:</b> The delivery of content for oral communications can be improved</p> <p><b>Closing-the-Loop Actions:</b> We will adjust focus to include more lectures on the delivery of content</p> <p>We will increase promotion of on campus Writing Center that offers workshops and peer tutoring services</p>
<p><b>PLO 3 Communication-</b> Oral Language</p>				<p>X</p>	<p>X</p>	<p><b>Direct methods:</b> EB 191 (Entrepreneurship and New Venture Development) team oral presentations</p> <p><b>Benchmark:</b> Application of evaluation rubric where <u>language</u> choices are more imaginative, memorable, and compelling to enhance the effectiveness of the presentation.</p>	<p>Rick Ifland</p>	<p><b>Findings:</b> Students should have an improved use of language (breadth and depth) for oral presentations</p> <p><b>Closing-the-Loop Actions:</b> We will adjust focus to include more lectures on the importance of language</p> <p>Professor to give sample oral presentation early in semester</p> <p>Promotion of on campus Writing Center that offers workshops and peer tutoring services</p>
<p><b>PLO 3 Communication-</b> Written Organization</p>						<p><b>Direct methods:</b> EB 140 (Executive Leadership) weekly executive summaries</p>	<p>Rick Ifland</p>	<p><b>Findings:</b> Students should demonstrate improved organization of written</p>



				X	X		<p><b>Benchmark:</b> Application of evaluation rubric where student uses better organization, content, presentation, formatting, and stylistic choices wiclarity and fluency, and is virtually error-free</p>		<p>presentations</p> <p><b>Closing-the-Loop Actions:</b> Adjusted focus to include more lectures on the importance of structure in organizing papers</p> <p>Promotion of on campus Writing Center that offers workshops and peer tutoring services</p>
PLO 4 Christian Synthesis- Faith Synthesis				X	X	X	<p><b>Direct methods:</b> EB 003 (Principles of Accounting) questionnaire and EB 195 (Senior Seminar) capstone paper</p> <p><b>Benchmark:</b> Application of evaluation rubric portion that represents an understanding of how faith intersects with the study of economics and business.</p>	<p>Coby Harmon</p> <p>Rick Ifland</p>	<p><b>Findings:</b> Students should show an improved ability to articulate a clear view of the relationship between faith and economics and business</p> <p><b>Closing-the-Loop Actions:</b> In EB 195, incorporation of additional reading materials on the synthesis of faith, learning and work</p> <p>In EB 195, produce similar questionnaire to EB 003 to establish benchmark</p> <p>In EB 003, expansion of questionnaire</p>
PLO 4 Christian Synthesis- Evaluation Alignment				X	X	X	<p><b>Direct methods:</b> Adjustments made to each assignment</p> <p><b>Benchmark:</b> Application of evaluation rubric where 80% of students perform at the Developed level on all</p>	<p>Coby Harmon</p> <p>Rick Ifland</p>	<p><b>Findings:</b> Professors can improve alignment between questionnaire in EB 003 and capstone paper in EB 195</p> <p><b>Closing-the-Loop Actions:</b> In EB 195, produce similar questionnaire to EB 003 to establish benchmark</p>

							learning outcome activities		In EB 003, expansion of questionnaire
<b>PLO 4 Christian Synthesis-Faith Integration</b>					X	X	<b>Direct methods:</b> Departmental meetings  Review of syllabi	All faculty	<b>Findings:</b> Improved clarity of student's intentional integration of faith into every taught course  <b>Closing-the-Loop Actions:</b> In all courses, deepen the integration of faith into learning
<b>Key Questions</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Means of inquiry and evaluation</b>	<b>Who is in charge?</b>	<b>Data-guided recommendations</b>
<b>GE Projects</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>	<b>2022-2023</b>	<b>Means of inquiry and evaluation</b>	<b>Who is in charge?</b>	<b>Data-guided recommendations</b>
Increase <b>Thinking Globally</b> courses	X	X					Review of GE requirements  Since our previous assessment, we now offer more courses that deepen the student's experience in thinking globally	Rick Ifland	Evaluation of course material and submission to committee of some courses to consider to better align department courses with general education goals and requirements
Increase <b>Writing Intensive</b> courses	X	X					Review of GE requirements  Since our previous	Rick Ifland	Evaluation of course material and submission to committee of some courses to consider to better align department courses with general

							assessment, we have updated courses that now offer equal or more intense writing assignments than the courses currently offered as writing intensive. Further, our PLO 3 assessment for writing competency is in a course that does not have the writing intensive designation		education goals and requirements
Increase <b>Serving Society</b> courses	X	X					Review of GE requirements  Since our previous assessment, we now offer new and updated courses which offer equal or deeper service to society than the courses currently offering serving society credit	Rick Ifland	Evaluation of course material and submission to committee of some courses to consider to better align department courses with general education goals and requirements

**Comments/Reflections:** We have spent considerable time revamping our department over the past several years. We are still midstream in so many ways as is evident throughout this report. In spite of our efforts, we have likely made some mistakes along the way. Still, we feel much healthier as a department than we were just a few years ago. 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 by 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.

Departmental Program Review Retreats			
Date	Agenda	Decisions made	Participants

1. Adjust the Multi-Year Assessment Plan to your department six-year assessment cycle.
2. Align your program-level assessment with the institutional assessment whenever possible: e.g., if your department has the Critical Thinking outcome among your Program Learning Outcomes, it is recommended to assess this outcome in the 2013-2014 academic year unless your department assessed this particular outcome in 2012-2013. If your department has the outcome aligned with the Quantitative Literacy ILO it should be assessed in the 2016-2017 academic year, etc.