

**BACHELOR OF ARTS IN ECONOMICS
INTERNATIONAL TRADE CONCENTRATION
ASSESSMENT PLAN**

COB Vision

Our vision is to be the leading regional public business college in Arkansas, with national recognition in selected fields or areas.

COB Statement of Mission and Core Values

Our mission is to provide high quality business education to our undergraduate and graduate students through the delivery of a current and responsive curriculum that promotes intellectual and professional development. We promote excellence through our scholarly endeavors and service to our stakeholders through strong engagement with the regional and global business community. In carrying out this mission, the College of Business is guided by the following core values:

1. Intellectual Excellence.

- 1.1. **Educate students:** We promote intellectual and professional development of students by emphasizing communication, critical and analytical thinking, collaboration, information management and a broad exposure to key business disciplines.
- 1.2. **Scholarship:** We believe that faculty and students should engage in professional development and scholarly endeavors that promote the application and creation of knowledge in business practice and education.
- 1.3. **Cultural competence:** We maintain and develop current and responsive curriculum that prepares students for the global business environment through broad exposure to key business disciplines.
- 1.4. **Physical learning environment:** We strive to provide a physical infrastructure with appropriate technology that provides an environment in which our students and faculty can thrive professionally and intellectually.

2. Community.

- 2.1. **Collegiality:** We encourage transparency in our decision making practice through a process of shared governance based on interactions among faculty, staff, and students.
- 2.2. **Service:** We pursue collaborative partnerships between our internal and external stakeholders to promote life-long and experiential learning, research, service, and community interaction.

3. Diversity.

- 3.1. We value the opportunity to work, learn, and develop in a community that embraces the diversity of individuals and ideas.

4. Integrity.

- 4.1. **Ethics:** We are committed to ethical and responsible behavior in our own actions and to developing the same commitment in our students by promoting the awareness of professional ethical responsibilities.
- 4.2. **Responsibility:** We commit to being responsible and accountable in our operations at all levels, including assessment and continuous improvement of

our academic programs and transparency in our fiscal and operational proceedings.

To achieve this mission we are committed to the pursuit of the following Learning Goals:

BBA

Our graduates shall possess:

1. Critical Thinking & Analytical Thinking Skills;
2. Awareness of the Global Business Environment;
3. Ethical Reasoning Abilities;
4. Effective Communication Abilities;
5. Effective Collaborative Skills;
6. Effective Information Management Skills;
7. Understanding of a Broad Range of Business Disciplines.

For each Learning Goal, the COB has defined at least one corresponding Learning Objective.

Consistent with the College's values, vision, and mission, the economics faculty identified a learning goal specific to the Bachelor of Arts in Economics degree program. For the learning goal, one or more objectives have been specified.

Learning Goal #1: Our students will possess the analytical and communicative skills to formulate an appropriate, discipline-specific question, research possible solutions, and provide accurate analysis.

Assessment information shall be collected and analyzed on a continual basis by the economics faculty or its designee. Annually, the faculty or designee will present a detailed analysis, including observations and recommendations, to the departmental administrators.

Objective #1: Discipline-Specific Analysis: Students will prepare a research paper on a discipline-specific topic in ECON 4380- Senior Seminar in Economics.

Measure: A grading rubric will be used to assess writing in each of the writing-intensive courses (see appendix for rubric)

Benchmark: Mean students assessed will score 7 out of 12 or above.

Frequency: Every semester ECON 4380 is offered.

**EFIRM ECON 4380 Assessment Rubric:
Discipline-Specific Analytical Writing (BA)**

Score		2	1	0
Purpose		The writer's purpose is readily apparent to the reader. The topic is of specific interest to economists.	The writing has a firm purpose, but may occasionally digress. The topic is appropriate.	The purpose is not always clear, or the topic is inappropriate.
Organization		Ideas are arranged logically to support thesis. They flow smoothly from one to another and are clearly linked to each other.	Ideas are arranged logically to support thesis. They are usually clearly linked to each other.	Writing is not arranged logically. Frequently, ideas fail to make sense together.
Content		Information provides firm support for thesis and displays evidence of a basic analysis of a sufficiently limited topic. Reader gains insights.	Information supports thesis at times. Analysis is basic or general. Reader gains few insights.	Paper does not successfully identify thesis. Analysis is vague or not evident. Reader is confused or may be misinformed.
Supporting Analysis		Compelling evidence is given to support claims and attribution is clear and fairly represented.	Analyses to support claims are generally present.	Although occasional or weak analyses are provided, the writer over-relies on unsubstantiated statements. The reader is confused about the application of concepts.
References		The references used in the project were timely, of appropriate quality, and of appropriate quantity.	The references used in the project were generally timely, sufficient, and appropriate.	The references used in the project were not timely, were insufficient, or of poor quality.
Mechanics		Tone is consistently professional and appropriate for the audience. Sentences are well phrased and varied in length and structure, flowing smoothly from one to another. Word choice is consistently precise. Writing is free or almost free of errors.	Tone is generally professional and appropriate for the audience. Sentences are well phrased and demonstrate some variety in length and structure. The sentence flow is generally smooth and word choice generally good. The occasional violations in the writing do not create a major distraction or obscure the meaning.	Tone is not consistently professional or appropriate for the audience. Some sentences are awkwardly constructed and occasionally distract the reader. Word choice is merely adequate, or some words are used inappropriately. The writing has numerous errors, and the reader is distracted by them.
Total Points:				