

Committee on the Assessment of Student Learning
Year end report AY 2015-16
Economics & Business Department
Submitted by Barbara Vinciguerra

Current year activities

The Economics & Business Department carried out the following assessment activities during the current academic year:

- Department members met on several occasions to revise and finalize our departmental learning outcomes.
- Each major (Accounting, Economics, Management) within the program revised or refined the specific major's learning outcomes.
- Major outcomes were linked to the departmental outcomes.
- Assessment activities were carried out at the major level. Each major assessed learning outcomes relating to their major. See individual assessment results and discussion attached.
 - Accounting – see Appendix A
 - Economics – see Appendix B
 - Management – see Appendix C
- The revised departmental and major outcomes, along with their linkages are included as Appendix D.

Plans for next year

For AY 2016-17, the Economics & Business Department is planning to take a more standardized approach to assessment across our majors. In prior years, the focus was placed on the majors with each major selecting the outcomes to assess. This year each major will assess two of the departmental level outcomes - Ethical Foundation and Global Perspective. Using this unified approach will enable the department to better understand how we are achieving our outcomes at both the major and program level.

The focus on two departmental outcomes has been communicated to the faculty so that each faculty member can consider assignments and related assessment measures as they develop their courses. We recognize that not all courses will cover these outcomes and that each major will address the outcome using different approaches. Nonetheless, we are hopeful that there will be gains to using this more unified approach. We expect it will lead to more fruitful discussions among the faculty about our assessment methods, results, and areas of continuous improvement.

Accounting Learning Outcomes Assessment
 June 2016
 Submitted by Barbara Vinciguerra

Overview

In 2015 we re-visited the accounting learning outcomes in order to ensure that they were aligned with the departmental outcomes and the college strategic plan. The primary changes between the original and revised outcomes include: (1) condensing some of the lower-level foundational skills into one outcome, (2) reflecting the importance of incorporating team based learning and project management abilities, and (3) highlighting the importance of understanding global nature of accounting standards and the standard setting process. The original and revised outcomes are listed in the table below.

Accounting Learning Outcomes 2008	Accounting Learning Outcomes Revised 2015
LO1 Complete the processes underlying the accounting cycle LO2 Construct a set of financial statements from accounting data LO3 Describe the purpose of financial statements and their relationship to each other.	LO1 Demonstrate competence in the performance of foundational accounting skills related to the preparation of financial and managerial accounting information.
LO 4 Demonstrate knowledge of financial accounting standards and tax regulation including understanding the evolution of accounting theory, the standard setting process, and researching accounting and tax issues	LO2 Research and apply accounting and taxation standards and develop relevant conclusions utilizing the professional codifications of standards.
LO 5 Critically evaluate financial information included in the financial statements and disclosure notes. LO 6 Link accounting data and general business knowledge together for decision-making purposes LO7 Assess the behavioral impact of accounting and taxation issues on organizations	LO3 Analyze, interpret, and integrate financial and business information for the purpose of sound decision making.
LO8 Clearly communicate financial information, financial analysis, and recommendations in writing and orally	LO4 Effectively communicate the results of analysis and propose recommended solutions in writing, verbally, and with the use of suitable technology
LO9 Examine the ethical implications of accounting choices considering a variety of stakeholders LO 10 Demonstrate knowledge regarding the values of the accounting profession. Students should know and understand the ethics of the profession and be able to make value-bases judgments.	LO5 Identify ethical issues in accounting and business contexts. Evaluate the impact on various stakeholders and consider the ethical standards of the profession as a critical part of decision making.
	LO6 Demonstrate the ability to effectively contribute to, lead, and manage project-based teams.
	LO7 Develop an awareness of differences between US and International accounting, tax, and auditing standards and the political process in developing those standards.

Learning Outcomes Assessed

During 2016 I focused on assessing the analysis and communication skills of accounting students in Accounting 213 Cost Accounting. The specific outcomes assessed were:

LO3 Analyze, interpret, and integrate financial and business information for the purpose of sound decision making.

LO 4: Effectively communicate the results of analysis and propose recommended solutions in writing, verbally, and with the use of suitable technology.

Assessment Tool and Data Source

Students in Accounting 213 were given a case study assignment based on Charley’s Family Steakhouse (A) and (B). Assessment was done through analyzing portions of the assignment where students were required to prepare financial analyses in Excel (budgets, flexible budgets, variance analysis), interpret results, and propose a solution in writing. The case questions 1 through 4 were used to assess the ability to analyze and interpret the data. Questions 5 and 6 were used to assess the outcomes relating to recommending solutions.

- Analyze Prepare budget in Excel using a formula driven approach, (2) Calculate variances.
- Interpret Interpret financial variances as favorable or unfavorable.
Identify root causes of variances
- Recommend Use the analysis to determine whether manager met expectations
Propose an alternative performance evaluation method
- Communicate Writing rubric to assess attention to context, content development, evidence, and mechanics

Results

LO3, Analyze and Interpret

Review of student submissions indicated that 66% mastered the ability to analyze and interpret the case information as described above. The remaining 33% performed at the developing level. Students in the class had no prior knowledge of budgeting and variance analysis and many of the students had little knowledge of Excel at the start of the course. This result is meets my expectation for students in the first cost accounting course.

LO3, Recommend

Review of student submissions indicated that there is great variation and an overall weakness in students’ abilities to integrate concepts for the purpose of decision making. Overall, the majority of students answered the questions on a surface level only and made few attempts to tie related concepts from the course into their recommendations and proposals. Results show that approximately 34% mastered the ability to integrate the analysis and course concepts; 38% showed developing skill, and 28% showed an undeveloped ability.

LO4 Writing

A sample of eight submissions was evaluated in order to assess the ability to communicate in writing. A writing rubric was adapted from the AAC&U for purposes of assessing writing for the current case assignment. This rubric has four categories that align with the AAC&U categories. The results are as follows.

	Mastery	Developing 3	Developing 2	Undeveloped 1
Context				100%
Content Development			37%	63%
Conventions				100%
Evidence		13%	37%	50%
Mechanics		13%	62%	25%

Overall, it appears that students attended to the analytical piece of the assignment much more so than to the written discussion of results. Perhaps the quantitative nature of the course and the application of new techniques associated with the case assignment took students’ focus away from the critical importance of using written narrative to support data analysis and recommendations. In particular, students did not seem to consider audience and purpose when writing recommendations. In addition, many recommendations were made out of context with little supporting evidence.

John Rossi also completed an assessment of student writing in Accounting 340 – Senior Seminar, which is a writing intensive course. The writing assessed was a term paper that was submitted as part of the PICPA manuscript contest. Evaluation was based on the following criteria:

- Content – Amount and quality of information ~ (40 points)
- Quality of writing – Format / Readability ~ logical flow / support statements (40 points)
- Follow rules of PICPA Manuscript Competition (10 points)
- References / Sources- Use and quality (10 points)

Of the 20 students in the class 5 submissions were of a high quality (grade of 90 or better) 8 were of a moderate quality (grade of 80 to 89) and 6 were of a low quality (grade below 79) and 1 student did not write a paper (grade of 0). This performance was lower than in prior years.

Next steps

Since the writing intensive course is not taken until spring of senior year, it is imperative that writing assignments of varying types are systematically included in the program. During AY 2016/17 multiple writing assignments will be seeded into the accounting program at various levels of the program. Specifically, students will be focusing on how to prepare argument papers, a form of writing that is essential when using information to support ideas and make recommendations. In addition, the preparation and communication of data will be highlighted

Memorandum**DATE:** May 27, 2015**TO:** Barb Vinciguerra, Ph.D., Co-Chair Economics and Business Department**FROM:** Sabrina Terrizzi, Ph.D., Assistant Professor**RE:** Economics Assessment 2015-2016

I have included two separate pieces of assessment information for this year's report. First, I provide details of our departmental-level outcomes for all courses taught during this academic year. I compare these outcomes with outcomes from previous semesters where applicable. Second, I provide additional assessment details for one specific course that I taught for the first time this past year: Introduction to Research Methods.

All Courses Taught AY 2015-2016

Student Self-Assessment of Departmental-Level Outcomes

In the end-of-semester course evaluations, students were asked the extent to which the course enhanced their ability to achieve each departmental-level learning outcome. The following table details the mean and median responses to each question according to a 5-point Likert scale (with a five indicating strong agreement and a one indicating strong disagreement).

Learning Outcome	Econ 256: Econometrics		Econ 295: Introduction to Research Methods		Econ 211: Economics of Health and Healthcare		Econ 327: Industrial Organization	
	Mean	Median	Mean	Median	Mean	Median	Mean	Median
Critical Thinking	4.63	5	4.50	5	4.89	5	4.67	5
Ethical Foundations	4.04	4	4.25	5	4.85	5	4.5	5
Global Perspective	4.30	5	4.13	4	4.82	5	4.67	5
Integration	4.43	5	4.75	5	4.82	5	4.83	5
Communication	Not assessed this academic year. This is a new departmental-level outcome that needs to be added to our evaluation form.							

These outcomes vary as expected across content due to specific focus areas of each course. I would expect students to gain critical thinking skills across all courses taken at Moravian College; however, specific problem-solving measures are highlighted deeply in Econometrics and Industrial Organization, and this

corresponds to higher averages in those categories as compared to others for each of those courses. Ethical decision-making and global perspectives are discussed at length in the Economics of Health and Healthcare course, which is reflected in these assessment scores.

Further, these measures provide feedback to me on where I need to focus more effort in future iterations of these courses. Specifically, ethical decision-making needs to be highlighted more in econometrics and research methods. This is of specific concern because inaccurate representation of facts, figures, and research results can have significant ethical and legal implications.

In the following table, I compare the change in assessment scores between AY 2015-2016 and AY 2014-2015 for Economics of Health and Healthcare and Industrial Organization¹.

LEARNING OUTCOME	ECON 211: ECONOMICS OF HEALTH AND HEALTHCARE			ECON 327: INDUSTRIAL ORGANIZATION		
	Mean 15-16	Mean 14-15	% Change	Mean 15-16	Mean 14-15	% Change
CRITICAL THINKING	4.89	4.65	5.16%	4.67	4.83	-3.31%
ETHICAL FOUNDATIONS	4.85	4.54	6.83%	4.5	4.67	-3.36%
GLOBAL PERSPECTIVE	4.82	4.57	5.47%	4.67	4.83	-3.31%
INTEGRATION	4.82	4.57	5.47%	4.83	4.75	-1.69%

I am not surprised to see the improved outcome scores for the Economics of Health and Healthcare. I made significant changes to this course during the spring of 2016 in order to align the material more with both our departmental-level outcomes and the Learning-in-Common (LinC) outcomes for the U1 course. Students participated in many out-of-class activities in which they were able to engage with the material with the broader campus and local community. I also spent much more time in class allowing students to make these explicitly connections through various discussion-based and project-based activities.

For as productive these changes were in the Economics of Health and Healthcare, a more focused effort needs to be made in Industrial Organization. In this course, students assessed lower levels of achievement of our departmental learning outcomes. I did not significantly change this course from the previous semester; however, I noticed a distinct difference in the ability level of the students in the course this semester versus the prior academic year. These assessment results

¹ I cannot compare outcomes for the other courses because this was my first year teaching both of those courses.

remind me that I need to adjust my techniques in the classroom when I notice these differences; I cannot simply expect students of different abilities to learn the material without additional methods or supported activities from me.

In addition to the self-assessment metrics provided by the students, final projects can provide assessment details. The table below identifies the mean and median final project grade in each course. In all courses I teach, these grades most closely align with the critical thinking and communication departmental-level outcomes.

Course	Final Project Mean Grade	Final Project Median Grade
Econ 256: Econometrics	88.57%	90.29%
Econ 295: Introduction to Research Methods	89.58%	90%
Econ 211: Economics of Health and Healthcare	90.12%	88%
Econ 327: Industrial Organization	86.67%	86.5%

In the future, I will be connecting specific learning outcomes to each assignment using Canvas, our new Learning Management System (LMS), to determine proficiency levels of both course and departmental-level outcomes. I am part of a pilot program in the fall semester to do this with the First-Year Writing Seminar course, so I will be prepared to use this method in all of my courses beginning in the spring semester of 2017. I expect this to be very valuable for purposes of continual improvement to aid our students in meeting our intended learning outcomes.

Assessment of Individual Course during AY 2015-2016:

Special Topics: Econ 295/ Mgmt 294 Introduction to Research Methods:

I created this course as part of a Teagle-funded grant and taught it during the fall semester of 2016. I assessed the departmental-level outcomes achieved during this course using the standard student self-assessment questions, as previously defined and indicated in the table above. I also assessed additional outcome measures for this specific course related to the grant requirements. Some of these outcomes fit very well with our departmental-level outcomes. Further, this information is incredibly valuable as it will inform my choices of pedagogical tools to use in future classes in order to increase student engagement and interaction with course material in the hopes of fostering sustained knowledge building and learning.

In a separate survey from the end-of-semester evaluation, students were asked specific questions related to how this course compared to other courses across various dimensions, and how often they engaged in specific activities within this

course. The following responses² are most related to our departmental level learning outcomes:

- Critical Thinking Outcome: 100% of respondents stated that they had to evaluate points of view, decisions, or information sources often or very often in this course.
- Integration Outcome: 87.5% of respondents stated they had higher or much higher opportunity to apply information learned in this course than in other courses.
- Communication and Integration Outcome: 100% of respondents stated that collaborative opportunities in this course were higher or much higher than in other courses.

In this survey, students were also asked specific questions regarding how frequently they engaged with various course materials throughout the semester and how this affected their learning and understanding:

- 100% of respondents stated that this course required them to be engaged with the material often or very often (87.5% stated very often).
- 100% of respondents stated that this course facilitated their learning often or very often (87.5% stated very often).
- 62.5% of respondents stated that out of class activities facilitated their learning often or very often.

As compared with other courses they've taken respondents noted the following:

- 100% stated that this course provided opportunities to collaborate with others at higher or much higher rates than in other courses.
- 62.5% of respondents stated higher or much higher feelings of engagement than in other courses.
- 87.5% of respondents stated higher or much higher amounts of effort put into the course than in other courses.
- 100% of students stated higher or much higher amounts of time spent on projects in this course compared to others.
- 87.5% of respondents stated that the quality of activities and projects in this course was higher or much higher than in other courses.
- 75% of respondents cited a higher or much higher feeling of accomplishment resulting from this course than from other courses.

I am very pleased with the outcome of this course. I believe I have identified new pedagogical tools that encourage engagement and increase levels of learning in the classroom. As I begin to implement the various blended-learning pedagogical techniques I used in this course into my other courses, I will be able to assess the

² There was a 75% response rate to this on-line survey that was conducted by Farah Vallera, Instructional Designer at LVAIC.

change in learning outcomes as a result of these varied techniques. The implementation of outcomes tracking by assignment in Canvas will certainly aid in this endeavor.



2016 Management Assessment

Scope of Management Assessment

We selected MGMT 342 - Organizational Behavior and Leadership and MGMT 365 - Management Seminar as the subjects of our assessment. Both courses are upper-level management courses in the management major; MGMT 342 is required for the Organizational Leadership track, MGMT 365 is required for all management majors. In our course evaluations given at the end of the semester, students were asked to assess how well the four assessment outcomes listed below were met. The scale was a 5 point Likert scale, where 5 is the highest rating. There were 32 students in MGMT 342 and 45 in MGMT 365.

The results for each Learning Outcome are below:

Learning Outcome	MGMT 342	MGMT 365
	Mean Score	Mean Score
A. Ethical implications of decisions	4.8	4.8
B. Apply critical thinking skills in decision making	4.9	4.8
C. Integrate concepts and methods from a variety of disciplines	4.9	4.6
D. Consider global perspective when evaluating issues	4.8	4.6

A. Ethical implications of decisions

MGMT 342:

Exercises/Assignments

- Students prepared weekly, chapter-related self assessments and subsequent personal reflection writing assignment(s) where ethical decision making was embedded in the framework of this course. As we consider organizational behavior and leadership, students are encouraged to connect prior learning in MGMT 223 and MGMT 253, specifically, as they consider the process of (ethical) decisions making. An exploration of opinion versus use of knowledge gained is encouraged in their writing and discussion.

. Analysis

- This is a seminar-style course so the notion of ethical decision making organically emerges in discussions, writing assignments, exams, and semester-long projects. At the onset of the course, we discuss the purpose and implications of building our personal brand with integrity at the forefront of this self-analysis. We also identify, in chapter two and then woven throughout each subsequent chapter, the four key challenges for managers today: 1. leading a diverse workforce, 2. globalization, 3. encouraging positive ethics and personal integrity, and 4. advancing/implementing technology in the workplace. This is an extensive of our learning in MGMT 223 and 253. Which are prerequisites for this course.
- Students are assessed on their weekly writing assignments (20% of final grade), two-writing intensive exams (20% each), and their end-of-semester ePortfolio presentation (20%). As a performance driver, the consideration of our moral compass, as leaders, guides the completion of these projects. Embedded in our end-of semester evaluations is a specific question related to *ethical implications of decisions* where the mean score is 4.8.

Proposed Action

- I would like to be more intentional about this specific language, *ethical implications of decisions*, perhaps opening our discussions with consideration of how awareness alone plays a role in our willingness and ability to consider the importance of ethical decision making as leaders, in all disciplines.
- Explore opportunities for students to connect the dots in other courses, during the semester they are enrolled in this course, to encourage an interdisciplinary, expanded consideration of *ethical implications of decisions*.

MGMT 365:

Exercises/Assignments

- Ethics is a criterion that contributes to success in web-based business simulation

Analysis

- What was interesting is students knew of my bias toward ethics as a pre or co-consideration, before decisions are made. However, many of the simulation teams initially did not want to consider ethics as it was a drain on their bottom line. That perspective changed about mid-way through the sim, when those teams (who did not consider ethics) saw other teams benefiting from strong ethics - more satisfied employees and customers

Proposed Action

- Continue to promote the role of ethics as an integral part of decision-making in readings and case studies
- Find additional ways - perhaps through classroom exercises and speakers - that demonstrates the values of ethics in decision-making

B. Apply critical thinking skills in decision making

MGMT 342:

Exercises/Assignments

- Students are required to complete weekly writing assignments (20% of final grade), two writing-intensive exams (20% each), and end-of-semester ePortfolio presentation (20%) where critical thinking is embedded in the design of these assignments. For instance, the ePortfolio project encourages metacognition in a way that students question their epistemology. They must communicate, through words, images, and multi-modal applications, not only what they know, but how they got to knowing what they know. The notion of performance through learning encourages this progression.

Analysis

- As a liberal arts college, the encouragement of *critical thinking skills in decision making* is embedded in discussions in and out of the classroom, writing assignments, exams, and semester-long projects. This course specifically, encourages students to explore why (theory building) with how (practical implications) where critical thinking serves as a driver. We also identify, in chapter two and then woven throughout each subsequent chapter, the four key challenges for managers today: 1. leading a diverse workforce, 2. globalization, 3. encouraging positive ethics and personal integrity, and 4. advancing/implementing technology in the workplace.
- Students are assessed on their weekly writing assignments (20% of final grade), two-writing intensive exams (20% each), and their end-of-semester ePortfolio presentation (20%). As a performance driver, the consideration of why an effective leader not only knows him/herself, but also knows the people he/she works with guides the process of self-reflection, data gathering and knowledge building. Students are (comfortably) driven to think critically about *why* to encourage the (ethical) *how*. Embedded in our end-of semester evaluations is a specific question related to *critical thinking skills in decision making* where the mean score is 4.9.

Proposed Action

- Explore opportunities for students to connect the dots in other courses, during the semester they are enrolled in this course, to encourage an interdisciplinary, expanded consideration of *critical thinking skills in decision making*.

MGMT 365:

Exercises/Assignments

- Critical thinking is a component skill of effective case study analysis
- Critical thinking is a component skill for success in web-based business simulation

Analysis

- Despite having a teacher-lead case presentation as a model, students continue to present surface-level analyses that only look at an issue impacting the case from the obvious or visible level

Proposed Action

- Help students develop deep-level analyses that both look at the interaction between issues that impact a case and drill down in the issues they identify by presenting mini-cases or mini-problems (in the business sim) for in-class analysis and discussion.

C. Integrate concepts and methods from a variety of disciplines

MGMT 342:

Exercises/Assignments

- In the first chapter of our textbook, we dissect the intersection of organizational behavior being at the center of understanding disciplines such as anthropology (e.g., organizational culture, norms), science/medicine (e.g., stress management, well-being), engineering (e.g., the design of work, ergonomic consideration), psychology (e.g., considering human behavior in organizations, which is further explored with motivation theories), sociology (e.g., intergroup behavior) and, of course management (e.g., organizational systems, supervision, organization, development of people). The students self assessments and subsequent personal reflection writing assignments encourage these interdisciplinary connections.

Analysis

- From an andragogical perspective, students connect with course material when they can connect with the purpose of their learning. As a liberal arts college, it is important for me to encourage aha! Moments for students in understanding why our Learning in Common (LinC) curriculum complements their chosen major discipline of study. We do this by way of our class discussions, writing assignments, exams, and semester-long projects. At the onset of the course, in chapter one of our textbook, we discuss the intersection of various disciplines (see above) with effectively understanding organizational behavior and leadership.
- Students are assessed on their weekly writing assignments (20% of final grade), two-writing intensive exams (20% each), and their end-of-semester ePortfolio presentation (20%). Embedded in our end-of semester evaluations is a specific question related to *integrating concepts and methods from a variety of disciplines* where the mean score is 4.9.

Proposed Action

- Explore opportunities for students to connect the dots in other courses, during the semester they are enrolled in this course, to encourage an interdisciplinary, specific/case-study consideration of *integrating concepts and methods from a variety of disciplines*.

MGMT 365:

Exercises/Assignments

- Integration is necessary for success in web-based business simulation

- Integration is necessary to effectively complete the case study analysis
- Analysis
- Students seem to get the integration of past course work - particularly in accounting, finance, marketing and human resources; what may not be as clear to them is the integration of non-business course work and its value.

Proposed Action

- Ramp up the current “liberal approach” to management by asking students to relate theory or practice learned in a non-business course to the management theory, principle or application currently being discussed

D. Consider global perspective when evaluating issues

MGMT 342:

Exercises/Assignments

- Woven throughout each chapter discussion and assignment are the four key challenges for managers today: 1. leading a diverse workforce, 2. globalization, 3. encouraging positive ethics and personal integrity, and 4. advancing/implementing technology in the workplace.
- Students prepare weekly self assessments and subsequent personal reflection writing assignments related to the importance of a global perspective in their decision making. In their chapter two assessment, specifically, students are to consider another country they would be willing to relocate to and, using Hofstede’s model, deconstruct why this country would be a good fit.

Analysis

- Students are assessed on their weekly writing assignments (20% of final grade), two-writing intensive exams (20% each), and their end-of-semester ePortfolio presentation (20%). Embedded in our end-of semester evaluations is a specific question related to *consider global perspective when evaluating issues* where the mean score is 4.8.

Proposed Action

- As the College expands our international landscape, I would like to intentionally create opportunities for our students to explore theories learned with cultural practices in the varying home-countries of our students, faculty, staff and alumni. We can easily take a parochial view of exploring effective leadership and encouraging the voices of faculty, staff, alumni, and students transnationally will only enhance our learning and success from and organizational behavior and leadership perspective.

MGMT 365:

Exercises/Assignments

- Global sales have the potential to comprise $\frac{2}{3}$ of total sales in the web-based business simulation used in this course
- 50% of case studies in this course required specific consideration of global implications on operations and sales

Analysis

- Students can be very myopic and parochial when it comes to seeing business, even in an international/non-domestic case

Proposed Action

- Have students, or the class, select a non-Western country's business at the beginning of the term that they study parallel to the domestic (U.S.) business theory and practice we study in the course.

DEPARTMENT OF ECONOMICS & BUSINESS: STATEMENT OF STUDENT LEARNING OUTCOMES

REVISED MAY 2016

The Economics and Business Department at Moravian College includes interrelated, yet distinctive programs in the disciplines of Economics, Management and Accounting. In acknowledgement of the interrelatedness of the department's major disciplines, we have established the following comprehensive Departmental Learning Outcomes. Individual majors have also established discipline specific learning outcomes, which are linked to the departmental outcomes.

The Department of Economics & Business Student Learning Outcomes:

Critical Thinking: Students will identify problems, gather the necessary evidence from multiple sources, and then organize, reflect, and evaluate it to develop reasoned conclusions.

Ethical Foundation: Students will be able to identify ethical issues in a variety of contexts, consider how different ethical perspectives and frameworks can be applied to ethical dilemmas, and evaluate alternative courses of action.

Global Perspective: Students will develop an awareness of diversity across the spectrum of differences and consider these differences in the analysis of global realities and challenges.

Integration: Students will identify and apply connections among theories within their major discipline, across disciplines, and through the application of theory to practice in experiential fieldwork.

Communication: Students will effectively communicate with their intended audience through active listening, public speaking, and written communication.

Integration of Department Outcomes with College Mission

The Moravian College mission states that *Moravian College's liberal arts education prepares each individual for a reflective life, fulfilling careers, and transformative leadership in a world of change.* The curricular and co-curricular design of the programs within the Department of Economics & Business embody the mission of Moravian College through their focus on:

- *Liberal Learning* expressed through the learning outcomes of Critical Thinking, Communication, Ethical foundation, and Global perspective;
- *Reflection and Experiential Learning* expressed through the learning outcomes of Critical Thinking and Integration outcomes; and
- Transformative leadership through the emphasis on experiential learning and co-curricular activities.

Discipline Specific Learning Outcomes

Below are the discipline specific learning outcomes for Management, Accounting, and Economics. Following the outcomes is a table illustrating the linkages between the discipline specific outcomes and the departmental outcomes.

Discipline Specific Learning Outcomes: Management

1. *Ethical Foundation*: Identify, consider, and evaluate ethical impacts as a typical component of all decision-making.
2. *Financial Information Proficiency*: Use financial information to make effective managerial decisions.
3. *Group Facilitation*: Facilitate groups to achieve tasks and enhance group process.
4. *Technology Proficiency*: Use technology as a tool to gather, analyze, interpret and assess data and information.
5. *Knowledgeable*: Know the classic and emerging theories of planning, organizing, leading and control.
6. *Strategic Thinking*: Think strategically and critically to establish direction and purpose for new and existing organizations as a leader, team player, researcher, developer and planner.
7. *Integrative Communication*: Integrate technology, media and interpersonal competencies to effectively communicate a “message” to co-workers and external constituents and customers.
8. *Motivate*: Effectively motivate individuals and groups to accomplish goals.
9. *Organizing*: Organize people, jobs, work and structure in an organization to create an operational framework that advances goal achievement.

10. *Management Control*: Evaluate and control human, material, and intangible resources to anticipate, prevent and manage deviations in work productivity, flow and quality.
11. *GM Perspective*: Possess a general manager perspective to goal-setting, problem-solving, communication, and decision-making

Discipline Specific Learning Outcomes – Accounting

1. Demonstrate competence in the performance of foundational accounting skills related to the preparation of financial and managerial accounting information.
2. Research and apply accounting and taxation standards and develop relevant conclusions utilizing the professional codifications of standards.
3. Analyze, interpret, and integrate financial and business information for the purpose of sound decision making.
4. Effectively communicate the results of analysis and propose recommended solutions in writing, verbally, and with the use of suitable technology
5. Identify ethical issues in accounting and business contexts. Evaluate the impact on various stakeholders and consider the ethical standards of the profession as a critical part of decision making.
6. Demonstrate the ability to effectively contribute to, lead, and manage project based teams.
7. Develop an awareness of differences between US and International accounting, tax, and auditing standards and the political process in developing those standards.

Discipline Specific Learning Outcomes – Economics

1. Exhibit familiarity with economic terminology, institutions, and models.
2. Identify and evaluate important determinants of economic change including technological, political, environmental, social/cultural drivers and forces of globalization.
3. Critically evaluate economic policy at the micro and macro levels using appropriate and basic models, e.g. Market Supply and Demand, and Aggregate Supply and Demand.

4. Analyze market outcomes with an interdisciplinary focus on issues of market failure, local and global environmental issues, and the role of government intervention in making optimal allocation decisions.
5. Demonstrate familiarity with the methodology of economic research, including an understanding of theory, empirical methods and application.

Management Learning Outcomes	Critical Thinking	Ethical Foundation	Global Perspective	Integration	Communication	Discipline Foundation
1. <i>Ethical Foundation</i> : Identify, consider, and evaluate ethical impacts as a typical component of all decision-making		x				
2. <i>Financial Information Proficiency</i> : Use financial information to make effective managerial decisions.	x			x		
3. <i>Group Facilitation</i> : Facilitate groups to achieve tasks and enhance group process.					x	
4. <i>Technology Proficiency</i> : Use technology as a tool to gather, analyze, interpret and assess data and information.	x			x		
5. <i>Knowledgeable</i> : Know the classic and emerging theories of planning, organizing, leading and control.						x
6. <i>Strategic Thinking</i> : Think strategically and critically to establish direction and purpose for new and existing organizations as a leader, team player, researcher, developer and planner.	x			x		x
7. <i>Integrative Communication</i> : Integrate technology, media and interpersonal competencies to effectively communicate a “message” to co-workers and external constituents and customers.				x	x	
8. <i>Motivate</i> : Effectively motivate individuals and groups to accomplish goals.	x					x
9. <i>Organizing</i> : Organize people, jobs, work and structure in an organization to create an operational framework that advances goal achievement.						x
10. <i>Management Control</i> : Evaluate and control human, material, and intangible resources to anticipate, prevent and manage deviations in work productivity, flow and quality.						x
11. <i>GM Perspective</i> : Possess a general manager perspective to goal-setting, problem-solving, communication, and decision-making.	x		x	x		

Accounting Learning Outcomes	Critical Thinking	Ethical Foundation	Global Perspective	Integration	Communication	Discipline Foundation
1. Demonstrate competence in the performance of foundational accounting skills related to the preparation of financial and managerial accounting information.						x
2. Research and apply accounting and taxation standards and develop relevant conclusions utilizing the professional codifications of standards.	x			x		
3. Analyze, interpret, and integrate financial and business information for the purpose of sound decision making.	x				x	
4. Effectively communicate the results of analysis and propose recommended solutions in writing, verbally, and with the use of suitable technology					x	
5. Identify ethical issues in accounting and business contexts. Evaluate the impact on various stakeholders and consider the ethical standards of the profession as a critical part of decision making.	x	x				
6. Demonstrate the ability to effectively contribute to, lead, and manage project based teams.					x	
7. Develop an awareness of differences between US and International accounting, tax, and auditing standards and the political process in developing those standards.			x	x		

Economics Learning Outcomes	Critical Thinking	Ethical Foundation	Global Perspective	Integration	Communication	Discipline Foundation
1. Exhibit familiarity with economic terminology, institutions, and models.						x
2. Identify and evaluate important determinants of economic change including technological, political, environmental, social/cultural drivers and forces of globalization .	x	x	x			
3. Critically evaluate economic policy at the micro and macro levels using appropriate and basic models, e.g. Market Supply and Demand, and Aggregate Supply and Demand.	x	x		x		
4. Analyze market outcomes with an interdisciplinary focus on issues of market failure, local and global environmental issues, and the role of government intervention in making optimal allocation decisions.	x		x	x		
5. Demonstrate familiarity with the methodology of economic research, including an understanding of theory, empirical methods and application	x				x	x