

# Department of Economics and Business Cornell College Assessment Plan 2011-2013

## **Mission Statement**

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The Department of Economics and Business cultivates analytical and quantitative approaches to solving economic problems facing families, businesses, and nations. Our interdisciplinary curriculum offers a rigorous program in economic theory, applied economics and finance. Cornell's distinctive calendar allows us to deepen students' understanding of economic problems through experiential learning. The department believes that these subjects are best understood in a liberal arts setting.

## **Department's Goals**

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1. To enable students to master concepts central to economics and finance.
2. To enable students to reason analytically.
3. To enable students to argue using statistics and graphs.
4. To improve students' skills in using software tools used in businesses and graduate schools.
5. To improve students' oral and written communication skills.

## **Student Learning Outcomes**

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1. Upon completion of the major, students will demonstrate mastery of foundational concepts in economics and finance.
2. Upon completion of the major, students will communicate economic and business issues in effective written and oral presentations.
3. Upon completion of the major, students will demonstrate the ability to describe, analyze, and interpret quantitative information.

4. Upon completion of the major, students will be prepared either for a range of careers in business and government or for graduate school or both.
5. Upon completion of the major, students will apply economic and financial reasoning in developing solutions to problems facing households, businesses, or governments.

### **Mapping Learning Opportunities to Outcomes**

The tables below illustrate how the outcomes desired by the ECB department are supported by a) specific ECB classes and b) regularly-held activities between ECB faculty and ECB students. The two approaches to supporting ECB outcomes are described as opportunities within the curriculum and opportunities outside the curriculum, respectively.

## Educational Opportunities within the Curriculum

### Targeted Outcomes

	Theory-intensive Courses	Application-intensive Courses	Applied Courses with Experiential Learning Components
<b>Demonstrate mastery of concepts in economics and finance</b>			
I	I	I	I
I,D	I,D	I,D	I,D
I	I	I	I
D,M	I,D	I,D	I,D
D,M	D	D	D,M
M	I,D	I,D	I,D
D	I	I	I
D	D	D,E	D
D	D	D,E	D
D	I	I	D
D	D	I	I,D
D	D	D,E	D
I	I,D	I,D	I,D
D	D	I,D	I,D
D	D	I	D
M	I,D	I,D	D
M	M	M	M
M	M	M	M
D	D	D	D,E
D	I	I	D,E
D,E	I,D	I,D	I,D
M,E	M	M	M
M	D	D	M
M	D,E	D,E	D
D,M	D,M	D,M	D
D,M	D,M	D,M	D
	101	206	208
	102	210	254
	151	223	258
	301	225	321
	302	243	323
	311	251	352
	341	257	354
		261	356
		320	
		337	
		340	

Quantitative Literacy Course

Capstone Seminar

## Educational Opportunities within the Curriculum

<b>Targeted Outcomes</b>			Theory-intensive Courses	Application-intensive Courses	Applied Courses with Experiential Learning Components
	Apply economic and financial reasoning to problems facing households, businesses, or governments.	Communicate economic and business issues in effective written and oral presentations.			
I	I	I	101		
I,D	I (for W only)	I (for W only)	102		
I	I	I	151		
D,M	D	D	301		
D,M			302		
			311		
D			341		
D	D	D	206		
D	D	D	210		
D			223		
I,D	I,D	I,D	225		
D	D	D	243		
I	I,D	I,D	251		
D	D	D	257		
D			261		
M	M	M	320		
M	M	M	337		
M	M	M	340		
D	D	D	208		
D	I,D	I,D	254		
D,E	D	D	258		
M,E	M	M	321		
M	D	D	323		
M	D	D	352		
M	D,M	D,M	354		
M	D,M	D,M	356		

Quantitative Literacy Course

Capstone Seminar

Targeted Outcome is I – Introduced; D – Developed; M – Mastered; E – Experienced

## Educational Opportunities within the Curriculum

### Targeted Outcomes

	Theory-intensive Courses							Application-intensive Courses							Applied Courses with Experiential Learning Components											
<b>Targeted Outcomes</b>	101	102	151	301	302	311	341	206	210	223	225	243	251	257	261	320	337	340	208	254	258	321	323	352	354	356
Demonstrate the ability to describe, analyze, and interpret quantitative information.									I		D	D		D		M	M	M		D	D	M		M		M

Quantitative Literacy Course

Capstone Seminar

Targeted Outcome is I – Introduced; D – Developed; M – Mastered; E – Experienced

## Educational Opportunities outside the Curriculum

### Targeted Outcomes

	Academic Advising	Independent Studies	Faculty-Student Research	For-credit Internships	Reading Groups	Faculty-Student Social Events	Visiting Experts	Student Groups
Be prepared for graduate school.	I,D	D,M	M	I,D	I	I	I	I
Be prepared for a range of careers .		D		D,E	I	I	I	I,D
Demonstrate mastery of concepts in economics and finance.		D,M	D,M	I	I,D			I,D, and M for ODE only
Communicate economic and business issues in effective written and oral presentations.		D,M	D,M	I,D,M	I,D	D		I,D,E for ODE and SIFE

Targeted Outcome is I – Introduced; D – Developed; M – Mastered; E – Experienced

## Educational Opportunities outside the Curriculum

Targeted Outcomes		Academic Advising	Independent Studies	Faculty-Student Research	For-credit Internships	Reading Groups	Faculty-Student Social Events	Visiting Experts	Student Groups
	Apply economic and financial reasoning to problems facing households, businesses, or governments.	I	D,M	M	I,D,M,E	I,D		I,D,E	I,D, and M for all groups and E for only

Targeted Outcome is I – Introduced; D – Developed; M – Mastered; E – Experienced

## Information Priorities

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Please see *ECB QL outcome assessment design.doc*.