

2022 Annual Assessment Report Cover Page

We first want to thank the Program Review Committee (PRC) for their grace in the timing of this report as we were in several transitions this past year. Our Chair for the last ten+ years, Rick Ifland, was the Interim Provost for 20 months, until August 2022. During his absence, our long-standing previous Chair, Edd Noell, stepped back into the role of Chair and was ably leading the department as it went through significant personnel changes, including the sudden departure of Barbara DeVivo, PhD (a tenure track professor), the rather quick departure of Enrico Manlapig, PhD, (another tenure track professor) and the Fall semester absence of Martin Asher, PhD, who was teaching at The Wharton School at the University of Pennsylvania. We also had our Administrative Assistant, Cheryl Smith, relocate so we had to hire a new administrator., Adrienne Hicks.

When Edd Noell met with Tatiana Nazarenko to explain the significant shifts in our department, Tatiana suggested that we focus our 2021 report on student diversity and academic success, which we did. Now that the 2022 report is upon us, and the significant shifts continue, we felt a need to do some clean up.

This report for 2022 does not add significantly to the analysis of an additional PLO simply because we did not have the time this year to address and analyze another of our program learning outcomes. Rather, it looks back at the reports for 2020 and 2021 and focuses on Use of Evidence from two previous years of PRC recommendations, and Follow Ups to those matters, including but not limited to the following matters:

1. A copy of the National Field Examination (per a request in the 2020 PRC recommendation);
2. Writing Assessment Report analysis within our department (2020 PRC recommendation);
3. Comment on our Research Rubric; (2020 PRC recommendation);
4. List of Research Projects (2020 PRC recommendation);
5. Increase in female student representation (2021 PRC recommendation);
6. Increase in female faculty representation (2021 PRC recommendation);
7. Enhanced performance of Hispanic/Latino students (2021 PRC recommendation);
8. Increase in number of first-generation students to our major (2021 PRC recommendation);
9. Inclusion of 2022 student diversity data into our report and a discussion of the trend lines (2021 PRC recommendation);
10. An update on action items (2021 PRC recommendation); and the
11. Use of the PRC template (2021 PRC recommendation).

While not all of these matters are currently to our satisfaction, we still felt that spending our time on these matters will help us hit the “reset” button, allowing us to move forward with a new team (still to be realized) beginning in the Fall of 2023.

Again, we are very grateful to you for your patience, and we look forward to your review. Herewith is our report for the Fall 2021-Spring 2022 academic year.

Respectfully submitted,

Rick Ifland
Chair
Economics & Business department

Annual Assessment Report

Department: Economics and Business

Academic Year: 2022

Date of Submission: February 28, 2023

Department Chair: Rick Ifland from January, 2023; Edd Noell from January 1, 2021- December 31, 2022

I. Response to the previous year PRC's recommendations (including those ignored or not fully addressed in 2021)

1. 2020 Item: Use of Evidence – A copy of the National Field Examination	Response: Please see Appendix A .
2. 2020 Item: Use of Evidence – Writing Assessment Report analysis	<p>Our first action step is that for each Writing Intensive Course, professors now provide weekly written feedback to each student for each assignment in the form of Track Changes in each Word document (see first part of Appendix B for examples). If the student takes the instruction(s) to heart, writing improves (we track this via grades and the trending of grades over the semester).</p> <p>If the student ignores the comments/feedback, the professor reaches out to the student to schedule a time to discuss the matter and sets out specific instructions for that student to improve (see latter half of Appendix B, which is a grade sheet and the Written Communication rubric), which we go over with the student.</p> <p>For those students who genuinely struggle (based on our Written Communication</p>

	<p>rubric), we happily and easily refer them to the Writer’s Corner and reach out to them personally to schedule a time to go over their written materials.</p> <p>One additional matter that still needs to be developed is that Business writing, particularly Executive Summaries, use different rules than most writing. We have created a template for students to use for such assignments (see last page of Appendix B).</p> <p>While we have not yet formally incorporated Sarah Skripsky’s Writing Assessment Report in our assessment, we will re-examine her materials during the coming year and make some decisions. Our initial examination found it hard to reconcile her tools with the unique business writing that is required in the marketplace.</p>
<p>3. 2020 Item: Use of Evidence – Comment on Research Rubric</p>	<p>Response: We are satisfied with the Research Rubric (see Appendix C) and will monitor/alter it as we initiate more research project and introduce more courses with a research component</p>
<p>4. 2020 Item: Use of Evidence – List of research projects</p>	<p>Response: We have added Mindy Ji, PhD to our department. Mindy performs marketing research so we are hopeful to add a marketing research course to our curriculum in the next few years, which we hope will add to the number of research projects initiated by our students.</p> <p>For the past three years, we have also worked closely with the Barna Group via year-long internships for our students. The process is competitive, including application and interview, and the resulting internship is to delve into every aspect of market research. Again, we are hopeful that exposure to more research methodologies will prompt our students to want to do more research, including taking EB 198 (Independent Research).</p> <p>Further, when we can re-establish our tenure track faculty roster, we are hopeful that our new professors will want to collaborate with their students on summer research projects.</p>

	<p>Still further, and currently, two professors are working with students on research projects. Aaron Cooke, PhD, is currently working with a student, Josh Fitzgerald, on a project titled, "<u>The Economic Impact of Covid.</u>" Edd Noell is working with a student, Evan Tsuei on <u>Universal Basic Income (UBI)</u>. See Appendix D.</p>
<p>5. 2021 Item: Use of Evidence – Analyze the increase in female student representation</p>	<p>Response: The percentage of female students in our major tends to ebb and flow. Most recent numbers show that, depending on the course, female students make up between 34.2% to 41.7% of students within the EB major. While females had a higher GPA than males across all the grades, Males in EB-010 had a higher average than females (3.512 v 3.365). So the general result does not hold for all courses in the study. We plan to discuss this internally to see if there are some short-term solutions to increasing the number of female students in our major. Long-term, we think the solution is to hire more tenure track EB faculty who are female, and supplement them with more female adjunct professor so that more of our female students feel like they have a female mentor.</p>
<p>6. 2021 Item: Use of Evidence – Analyze the increase in female faculty representation</p>	<p>Response: When Barbara DeVivo, PhD, was hired, she was the first full-time tenure-track faculty member of the Economics & Business department. Sadly, for business reasons, she departed California rather suddenly. We have hired adjuncts Heather Rupp (Finance, Investments) and Mindy Ji (Marketing, Branding and perhaps Management) and are in talks with two recent alums to teach in Spring 2024. Further, we have given priority to female applicants for our three open positions.</p>
<p>7. 2021 Item: Use of Evidence – Enhance the performance of Hispanic/Latino students</p>	<p>Response: We have made a concerted effort to reach out to each Hispanic/Latino student at least once per semester (beyond our usual communication) who are in one or more of our classes and/or whom we advise. We do not have enough data to analyze the effectiveness of this approach at this time. We do note, anecdotally, that many male Hispanic students, and some female Hispanic students, are struggling academically. We do intentionally utilize the school-wide resources that are available to us and will continue to do so.</p>
<p>8. 2021 Item: Use of Evidence – Increase the number of first-generation students to our major</p>	<p>Response: Our Chair, Rick Ifland (who was a first-generation student), speaks at the First-Generation Orientation meeting and other periodic First Gen socials. At every event, he passes out his business card to all students (and to parents when</p>

	<p>they are in attendance). Also, when we are made aware of First Gen students in our courses or on our advising list, we make special effort to assure that they are comfortable and that they know that we are always available to them.</p> <p>We have struggled with how to quantify this better and will be reaching out to faculty members from other departments to see how they monitor this matter.</p>
<p>9. 2021 Item: Use of Evidence – Inclusion of 2022 Summer students diversity data into our report and an analysis of trends</p>	<p>Response: We have now included the data for the 2022 Summer students to our diversity data. We are pleased that data from the Summer 2022 cohort continues a positive trend (though only slightly) in the right direction. Per the data analysis, this improvement is not statistically significant, so we need to continue to monitor and analyze this data when it is available.</p>
<p>10. 2021 Item: Use of Evidence – An update on Action Items</p>	<p>Response: We have updated each item in the above-styled comment section and provided supporting material in the Appendices.</p>
<p>11. 2021 Item: Use of Evidence – Use of the PRC template</p>	<p>Response: We have used the PRC template for this report and plan to continue The practice in the future</p>

II A. Program Learning Outcome (PLO) assessment

If your department participated in the ILO assessment you may use this section to report on your student learning in relation to the assessed ILO. The assessment data can be requested from the Dean of Curriculum and Educational Effectiveness.

Program Learning Outcome	Due to a decline in the number of full-time, tenure-track faculty this academic year, we did not investigate any of our PLOs in sufficient depth to comment on.
Who is in Charge /Involved?	
Direct	

Assessment Methods	
Indirect Assessment Methods	
Major Findings	
Closing the Loop Activities	
<p>1. Collaboration and Communication. We do hope to investigate Christian Synthesis, where students will make evident the intersection of their skill and knowledge in redemptive economics and business, including a framework for decision-making, with a deep understanding of how their faith informs their vocation as followers of Jesus Christ, in the F23/S24 academic year. We anticipate that our three current searches will yield one or two new colleagues, who may or may not have experience in a Christian liberal arts setting. Most of our finalists are newer PhD's coming from large, research universities so focusing on this PLO is timely for our department.</p>	

or/and

II B. Key Questions

Key Question	See notes above
Who is in Charge/Involved?	
Direct Assessment Methods	
Indirect Assessment Methods	
Major Findings	
Recommendations	

Collaboration and Communication
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III. Follow-ups

Program Learning Outcome or Key Question	See Section I above
Who was involved in implementation?	
What was decided or addressed?	
How were the recommendations implemented?	
Collaboration and Communication	

IV. Other assessment or Key Questions related projects

Project	See Section I above
Who is in Charge /Involved?	
Major Findings	
Action	
Collaboration and Communication	

V. Adjustments to the Multi-year Assessment Plan (optional)

Proposed adjustment	Rationale	Timing
None		

VI. Appendices

- A. Prompts or instruments used to collect the data
- B. Rubrics used to evaluate the data
- C. Relevant assessment-related documents (optional)

APPENDIX A

Our Economics field exams are used to assess economic competency for our EB majors. The questions reflect material covered in the Principles of Microeconomics and Principles of Macroeconomics courses. These questions are on both Field Exam A and Field Exam B. Field Exam A includes additional questions emphasizing concepts from Intermediate Microeconomics. It is administered in the final week of the Intermediate Microeconomics course. Field Exam B includes additional questions emphasizing concepts from Intermediate Macroeconomics. It is administered in the final week of the Intermediate Macroeconomics course. The two most recent field exam assessments were given in Spring 2021 (Field Exam B) and Fall 2021 (Field Exam A).

Field Exam B was taken by 36 students. It had a mean of 60.9 and a standard deviation of 5.55. This exam had 56 multiple-choice questions. Questions missed more frequently (by more than half of the student group) included the following: 1, 15, 17, and 23. Each of these questions were tied to either Principles of Microeconomics or Principles of Macroeconomics concepts. Questions missed more frequently that were tied specifically to Intermediate Macroeconomics included the following: 15, 17, 23, 32, 35, 41, and 43. Six questions will be dropped when we next administer Field Exam B, so that it will have 50 multiple-choice questions. Currently the plan is to administer it in Spring 2023. Our goal is to raise the mean to at least 70 and lower the standard deviation to below 4.0.

Field Exam A was taken by 16 students. It had a mean of 62.5 and a standard deviation of 5.42. This exam had 50 multiple-choice questions. The four questions missed more frequently on Field Exam B (which were tied to either Principles of Microeconomics or Principles of Macroeconomics concepts) were removed from Field Exam B. Questions missed more frequently that were tied specifically to Intermediate Microeconomics included the following: 1, 2, 4, 6, 7, and 8. With the EB faculty turnover that has occurred in the last few years, this course will have a different instructor the next time it is taught. We plan to wait to administer Field Exam A again once we have hired additional EB faculty. We will make adjustments to particular questions asked on Field Exam A at that point.

Field Exams B and A follow in order beginning on the next page.

Each of the questions or incomplete statements is followed by 4-5 suggested answers or completions. Select the one that is best in each case.

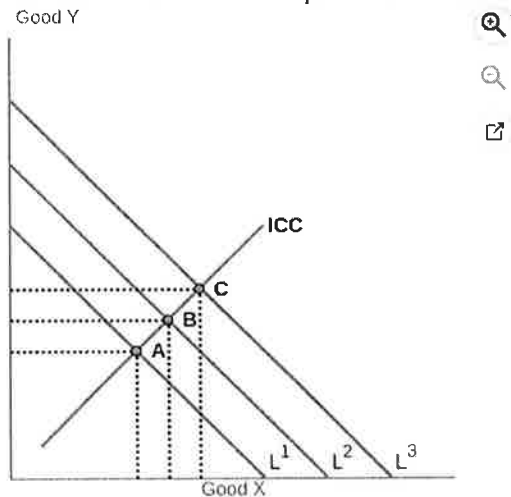
1. If the supply curve for orange juice is estimated to be $Q = -40 + 2p$, then

- A. supply is inelastic at all prices.
- B. supply is elastic at all prices.
- C. supply is elastic only at prices below negative 40.
- D. no general statements about price elasticity of supply can be made.

2. Do you care whether a 15 cents tax per gallon of milk is collected from milk producers or from consumers at the store? As a consumer, you

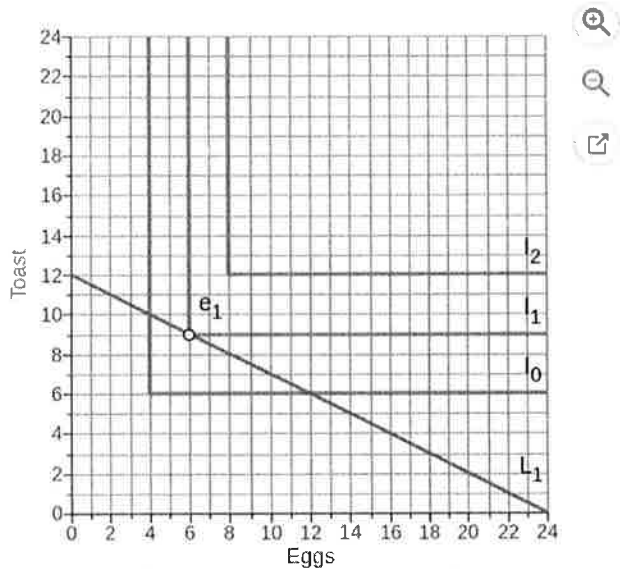
- A. prefer the tax be levied on producers because producers are less price sensitive.
- B. do not care how the tax is applied because consumer incidence is only determined by the elasticity of demand.
- C. do not care how the tax is applied because consumer incidence is always zero.
- D. do not care how the tax is applied because the after-tax price will be the same.
- E. prefer the tax be levied on producers so they will have to pay it.

3. Given the income consumption curve below, what must be true about goods X and Y?



- A. X is a normal good, Y is a normal good
- B. X is a normal good, Y is an inferior good
- C. X is an inferior good, Y is a normal good
- D. X is an inferior good, Y is an inferior good
- E. It is impossible to tell

4. Cori eats eggs and toast for breakfast and insists on having three pieces of toast for every two eggs she eats. Her indifference curves are presented below:



What is Cori's utility function? Let q_T be the quantity of toast Cori consumes and q_E be the quantity of eggs Cori consumes. Cori's utility function is

- A. $U = 3q_T + 2q_E$
- B. $U = \min\{3q_T, 2q_E\}$
- C. $U = 2q_T + 3q_E$
- D. $U = \min\{q_T, q_E\}$
- E. $U = \min\{2q_T, 3q_E\}$

5. Holding the initial equilibrium price and quantity constant while varying the elasticity of demand, the loss in consumer surplus from a price increase will get larger as the demand curve:

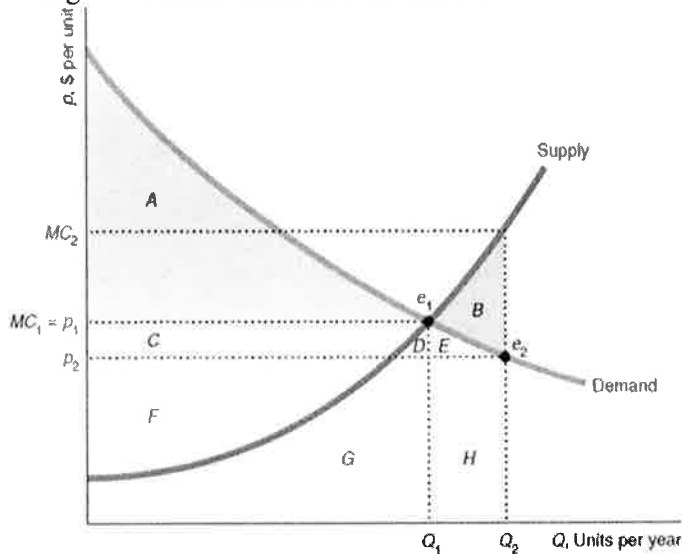
- A. shifts outward
- B. becomes flatter
- C. becomes steeper
- D. shifts inward

6. The producers of "Spider-Man: Turn Off the Dark" spent \$75 million bringing their musical to Broadway (Kevin Flynn and Patrick Healy, "How the Numbers Add Up [Way Up] for 'Spider-Man,'" New York Times, June 23, 2011). They spent \$9 million alone on sets, costumes, and shoes. Their operating expenses were \$1.2 million a week as of January 2011. Since then, they revamped the show and lowered their operating costs to about \$1 million a week. The show is selling out but bringing in between \$1.2 and \$1.3 million a week. The producers acknowledge that at the show's current earnings level, "Spider-Man" would need to run more than seven years to pay back the investors. Only 18 Broadway shows have ever run for seven years or longer. Should "Spider-Man" shut down or keep operating? Why?

"Spider-Man" should

- A. keep operating because its weekly revenue is positive
- B. shut down to avoid incurring weekly expenses
- C. keep operating because its weekly revenue is greater than its weekly variable costs
- D. shut down because its fixed costs are greater than its weekly revenue
- E. keep operating because its weekly variable costs are less than its fixed costs

7. The government forces firms to provide more output at each price so that the new supply curve in the figure to the right intersects the demand curve at e_2



Which of the following statements correctly describes the effects on consumer surplus (CS), producer surplus (PS), welfare, and deadweight loss (DWL)?

- A. The higher output decreases CS and increases PS, and society does not suffer any DWL.
- B. The higher output decreases CS and increases PS, and society suffers a DWL.
- C. The higher output increases CS and decreases PS, and society suffers a DWL.
- D. The higher output increases CS and decreases PS, and society does not suffer any DWL.

8. A monopoly manufactures its product in two factories with marginal cost functions $MC_1(Q_1)$ and $MC_2(Q_2)$, where Q_1 is the quantity produced in the first factory and Q_2 is the quantity manufactured in the second factory. The monopoly's total output is $Q = Q_1 + Q_2$ and let inverse demand be $p = a - bQ$.

Assume both factories have constant marginal costs that are not equal. Then the monopoly will maximize profit by producing output of:

- A. $Q = (a - MC) / 2b$ at the factory with the lower marginal cost, where MC is the average marginal cost between the two factories.
- B. $Q = (a - MC) / 2b$ at the factory with the higher marginal cost, where MC is that factory's marginal cost.
- C. $Q = (a - MC) / 2b$ at the factory with the lower marginal cost, where MC is that factory's marginal cost.
- D. $Q_1 = (a - MC_1) / 2b$ at the first factory and $Q_2 = (a - MC_2) / 2b$ at the second factory.
- E. $Q = (a - MC) / 2b$ at each factory, where MC is the lower of the two marginal costs

9. Suppose that the payoffs two firms face are as shown in the payoff matrix below:

		Firm 1	
		Low Price	High Price
Firm 2	Low Price	\$0 \$10	\$10 \$5
	High Price	\$45 \$0	\$25 \$20

Given these payoffs, Firm 2 wants to match Firm 1's price, but Firm 1 does not want to match Firm 2's price. What, if any, are the pure-strategy Nash equilibria of this simultaneously play game?

- A. The pure-strategy Nash equilibrium is for Firm 1 to select the high price and for Firm 2 to select the low price
- B. The pure-strategy Nash equilibrium is for both firms to select the high price.
- C. The pure-strategy Nash equilibrium is for both firms to select the low price.
- D. The two pure-strategy Nash equilibria are for the firms to select the low price and for the firm to select the high price.
- E. This game has no pure-strategy Nash equilibria.

10. Is a risk averse person likely to make a fair bet?

- A. No. Risk averse individuals are unwilling to make a fair bet.
- B. No. Risk averse individuals are indecisive about making a fair bet.
- C. Yes. Risk averse individuals are indifferent about making a fair bet.
- D. Yes. Risk averse individuals are willing to make a fair bet.

11. Which of the following states a central element of the economic way of thinking?

- A. Society can meet the wants of every individual.
- B. Incentives matter—if the personal cost of a choice increases, individuals will be less likely to choose it.
- C. The realism of the assumptions is the best test of an economic theory.
- D. When deciding how to allocate time, the concept of opportunity cost is meaningless.

12. Economic analysis assumes that:

- A. for the most part individuals act out of selfish motives, and it is realistic to assume this is always true.
- B. although individuals are at times selfish and at times altruistic, only their selfish actions may be predicted.
- C. people are basically humanitarian, and their actions are, therefore, difficult to predict.
- D. changes in the personal benefits and costs associated with an activity will exert a predictable influence on human behavior.

13. Which of the following will cause an increase in the price of oranges?
- A. Exceptionally good weather during the orange-growing season.
 - B. A decrease in the demand for orange juice.
 - C. A federal government report linking less risk of cancer to increased eating of oranges.
 - D. Agricultural researchers develop a new, higher-yielding orange tree.
 - E. An increase in the prices of apples and pears, complements to orange slices in fruit salad.
14. After graduation from college, you have an increase in income from a new job. If, as a result, you decide that you will purchase more T-bone steak and less hamburger, then for you hamburger is a(n) _____ good.
- A. normal
 - B. substitute
 - C. complementary
 - D. inferior
15. When the economy goes into recession and workers are laid off, but look for other jobs, those workers are
- A. Seasonally unemployed
 - B. Frictionally unemployed
 - C. Structurally unemployed
 - D. Cyclically unemployed
 - E. Discouraged workers
16. In the long run, in perfect competition, the nature of the adjustments that occur include the fact:
- A. firms may enter or leave an industry.
 - B. firms may expand or contract their output within a plant but are confined to a given plant size.
 - C. if price exceeds average cost, firms will go out of business and exit the industry.
 - D. firms attracted into the industry by economic profits face barriers to entry.
17. Which of the following is NOT an automatic stabilizer?
- A. open-market operations
 - B. the unemployment compensation system
 - C. the federal income tax
 - D. the welfare system
18. The unique feature of a progressive income tax is that the higher one's income rises (up to a particular point), the tax rate one faces _____.
- A. declines slowly
 - B. rises
 - C. remains the same
 - D. declines sharply
19. If average total cost is \$20, output is 100 units, and fixed costs are \$1,000, then:
- A. total cost is \$3,000.
 - B. average fixed costs are \$20.
 - C. total variable cost is \$2,000.
 - D. average variable costs are \$10.

20. If the nominal interest rate charged by a bank is 6.5% and the inflation rate is 2.0%, then the real rate of interest is approximately:

- A. 8.5%
- B. 6.5%
- C. 4.5%
- D. 3.25%

21. Which of the following factors is LEAST likely to be a barrier to industry entry and a source of monopoly?

- A. control of a key input.
- B. possession of specialized technology.
- C. government regulation.
- D. diseconomies of scale.

22. (I) Voluntary exchanges occur because both participants expect to gain from the transaction.
(II) Nothing is created as the result of an exchange. If one party to the exchange gains, the other party must lose.

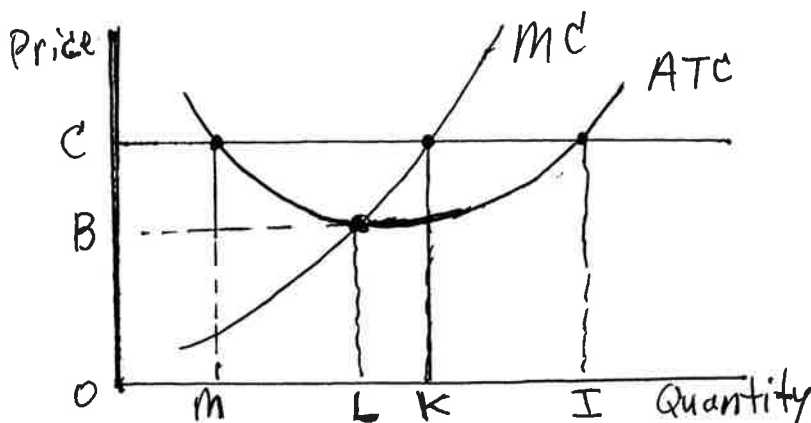
- A. I is true; II is false.
- B. I is false; II is true.
- C. Both I and II are true.
- D. Both I and II are false.

23. Of the three main functions of money, the one that is undermined by the existence of inflation and opportunity cost is:

- A. money as the unit of account
- B. money as a medium of exchange
- C. money as a store of value
- D. none of the above

24. At the market equilibrium price of automobiles:

- A. all buyers wishing to purchase them at that price will find them available.
- B. some sellers will be unable to sell all the automobiles they wish to sell.
- C. quantity demanded will exceed quantity supplied.
- D. quantity supplied will exceed quantity demanded.



25. If the current market price for the firm depicted above is A, given the firm's cost conditions, which output should it produce?

- A. M
- B. L
- C. K
- D. I

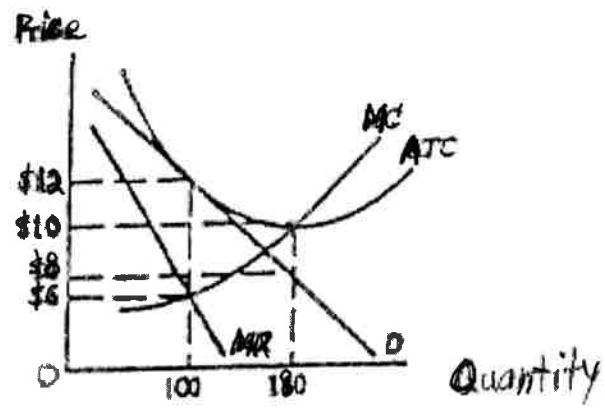
26. Whenever a shortage occurs (for example, in parking spaces), and the price does not rise or is not permitted to rise, some method of non-price rationing must occur (for example, driving around looking for a parking space). Which of the following is an advantage of price rationing relative to non-price rationing methods?
- A. Economic theory indicates that price rationing leads to a less economically efficient allocation of goods.
 - B. Non-price rationing techniques redistribute income from consumers to producers; price rationing does not.
 - C. The demand for goods will be more elastic if price rationing is used to allocate goods.
 - D. When higher prices are used to resolve shortages, the higher prices will encourage suppliers to increase the supply of the scarce good.
27. When a country removes tariffs on imported goods:
- A. both domestic producers and domestic consumers are better off.
 - B. domestic producers are better off, and domestic consumers are worse off.
 - C. domestic producers are worse off, and domestic consumers are better off.
 - D. both domestic producers and domestic consumers are worse off.
28. Game theory is most useful for analyzing behavior of firms in markets in which:
- A. The optimal strategy of one firm is to sell products to other producers rather than to consumers.
 - B. The optimal strategy of one firm, in choosing whether to cooperate or to compete with rivals, depends on strategies of other firms in the industry.
 - C. Firms compete chiefly on the basis of price rather than relying on non-price competition.
 - D. The optimal strategy of one firm is to always cooperate with rivals.
29. If a local government enacts rent control legislation that sets the price of rental housing below equilibrium, which of the following will most likely happen in the local rental market?
- A. Discrimination in the rental housing market will be less likely.
 - B. The quality of rental housing will improve.
 - C. The future supply of rental housing will increase rapidly.
 - D. A shortage of rental housing will develop.
30. A person in the civilian labor force is measured as being in one of two categories:
- A. working in a service industry or working in a manufacturing industry.
 - B. unemployed or employed.
 - C. employed part-time or employed full-time.
 - D. a self-employed worker or not a self-employed worker.
31. Economists measure Nominal GDP as:
- A. a measure of the value of all newly produced final goods and services in a country during an annual period.
 - B. a measure of the value of all newly produced final goods and services in a country during an annual period, corrected for inflation.
 - C. a measure of the value of all goods and services sold in a country during an annual period.
 - D. none of the above.
32. The expenditure multiplier indicates that:
- A. changes in investment, government, or consumption spending can trigger much larger changes in output.
 - B. an increase in saving will cause output to rise by a multiple of the additional saving.
 - C. a market economy will be more stable than classical economists thought.
 - D. the marginal propensity to consume is greater than one.

33. If an increase in the price of jeans causes more people to sell jeans, it can be argued that the price increase
- A. acted as a transfer price.
 - B. caused a redistribution of income.
 - C. caused a market failure.
 - D. reduced competition.
 - E. acted as an incentive.

	Food	Clothing		Food	Clothing
Lebos	0	6	Slavia	0	9
	2	4		1	6
	4	2		2	3
	6	0		3	0

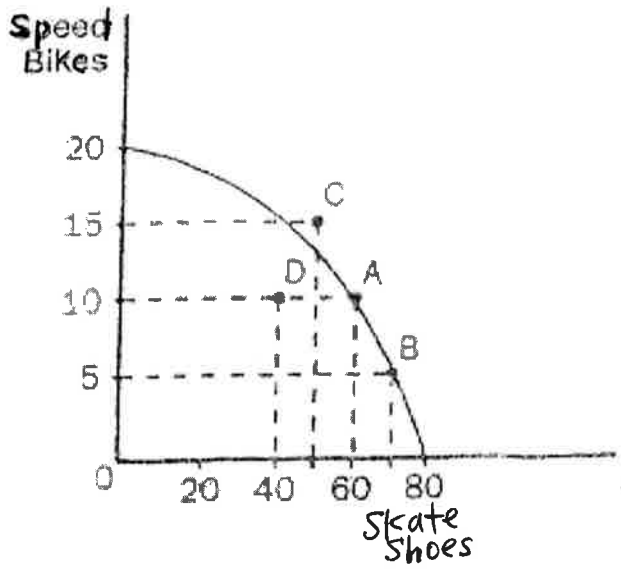
34. According to the law of comparative advantage, both Lebos and Slavia could gain if:
- A. Lebos produced all of the food and clothing and Slavia did not produce anything.
 - B. Lebos specialized in producing clothing, Slavia specialized in producing food, and they traded.
 - C. Lebos specialized in producing food, Slavia specialized in producing clothing, and they traded.
 - D. Slavia and Lebos were both self-sufficient and did not trade.

35. In the graph, what price should a monopolistic competitor charge to maximize profit?
- A. \$6
 - B. \$8
 - C. \$10
 - D. \$12



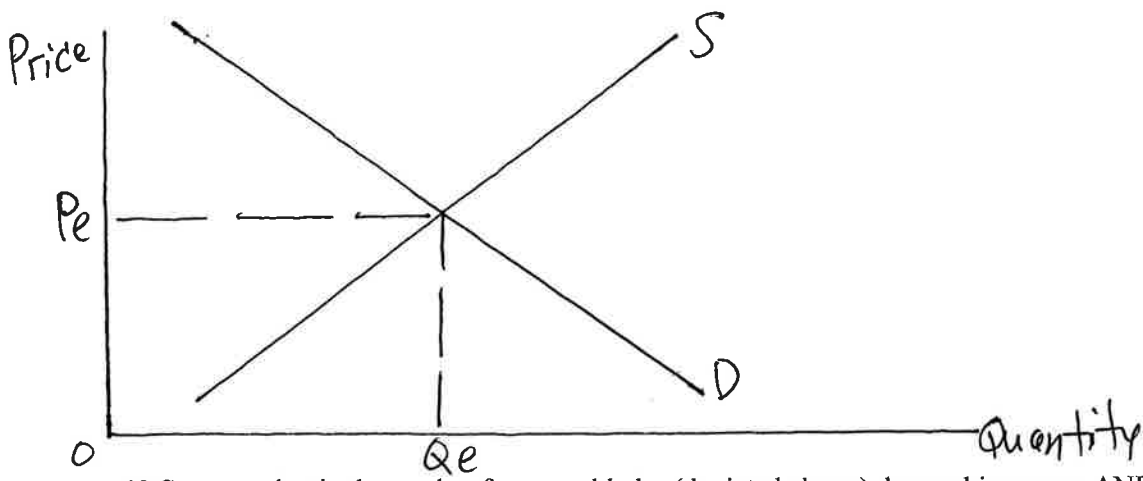
36. Which of the following best explains consumer surplus for good A?
- A. Many consumers actually pay prices that are greater than the equilibrium price of good A.
 - B. Many consumers would be willing to pay more than the market price for good A.
 - C. Many consumers think the market price of good A is greater than its cost.
 - D. Many consumers think the demand for good A is elastic.
37. In the phase of the business cycle when recessions end:
- A. production and unemployment both rise.
 - B. production rises and unemployment falls.
 - C. production falls and unemployment rises.
 - D. production and unemployment both fall.

38. The Consumer Price Index in year 2 was 116, in year 3 was 120, and 126 in year 4. From this information it can be concluded that:
- A. the rate of inflation from year 2 to year 3 was 4%.
 - B. the rate of inflation from year 3 to year 4 was 5%.
 - C. the economy was experiencing deflation in year 3.
 - D. the cost of living in year 4 was 10% higher than in year 2.



39. On the production possibilities frontier, shown above, the opportunity cost to the economy of getting 10 additional skate shoes by moving from point A to point B is:

- A. 15 bikes
- B. 10 bikes
- C. 5 bikes
- D. 25 bikes

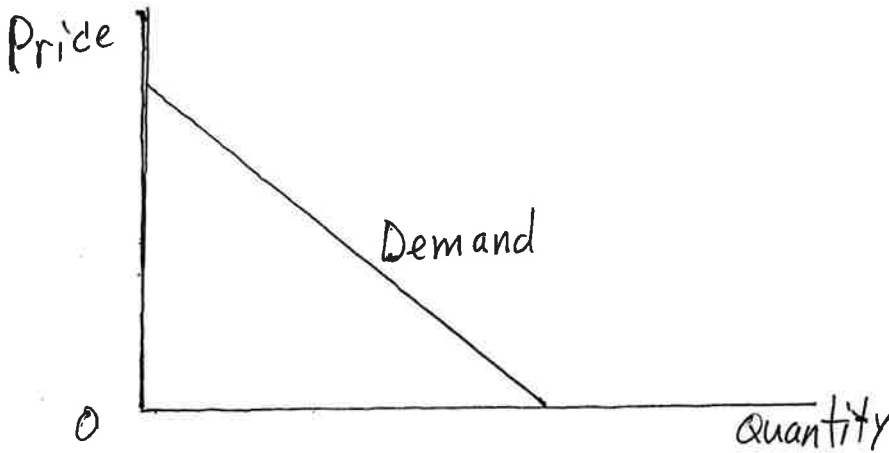


40. Suppose that in the market for razor blades (depicted above) demand increases AND supply decreases. What would happen in the razor blade market?

- A. Equilibrium price would increase, but the impact on equilibrium quantity would be ambiguous.
- B. Equilibrium price would decrease, but the impact on equilibrium quantity would be ambiguous.
- C. Both equilibrium price and quantity would increase.
- D. Both equilibrium price and quantity would decrease.

41. During a period of high unemployment, the Federal Reserve can stimulate the economy to help reduce joblessness by:

- A. increasing the discount rate.
- B. increasing the prime rate.
- C. increasing commercial bank reserve requirements.
- D. buying government securities in the open market.



42. Which of the following statements about the diagram above is TRUE?
- Demand is infinitely elastic.
 - Demand is completely inelastic.
 - Demand becomes more inelastic as price declines.
 - Demand becomes more elastic as price declines.
43. Ivan, a Russian citizen, sells several hundred cases of Russian caviar to a restaurant chain in the United States. By itself this sale:
- increases U.S. net exports and has no effect on Russian net exports.
 - increases U.S. net exports and decreases Russian net exports.
 - decreases U.S. net exports and has no effect on Russian net exports.
 - decreases U.S. net exports and increases Russian net exports.
44. If, after being at full-employment, there is a drop in aggregate demand, full-employment can be restored in the long-run by which of the following?
- Waiting for the price level to adjust.
 - Stimulative fiscal policy.
 - Stimulative monetary policy.
 - All of the above.
 - None of the above.
45. Elaine, a small grocer, is planning to cut certain prices to increase her sales revenues. What will be the likely result of a price decrease for matches, a good for which the demand is inelastic, and a price decrease for fresh green tomatoes, an item for which consumer demand is elastic?
- The total revenue derived from both will go up.
 - The total revenue derived from matches will increase, but total revenue derived from tomatoes will decline.
 - The total revenue derived from matches will decline, but total revenues derived from tomatoes will increase.
 - The total revenues derived from both will decline.
46. When production of a good generates external costs, the:
- demand curve for the good will overstate the true social benefits from consumption of the good.
 - demand curve for the good will understate the true social benefits from consumption of the good.
 - supply curve for the good will overstate the true social cost of producing the good.
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47. The opportunity cost of building a park in your hometown would be the:

- A. money cost of constructing the park.
- B. highest valued bundle of other goods and services that must be forgone because of the park construction.
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- D. amount of time spent in leisure activities in the park once it is constructed.

48. A firm producing cans buys three tons of aluminum per day at \$200 per ton. If it buys four tons per day, it receives a quantity discount on all units and pays only \$175 per ton. The marginal cost of the fourth ton per day is:

- A. \$100.
- B. \$175.
- C. \$700.
- D. \$225.

49. Suppose a price searcher firm faces the following demand curve data for its product.

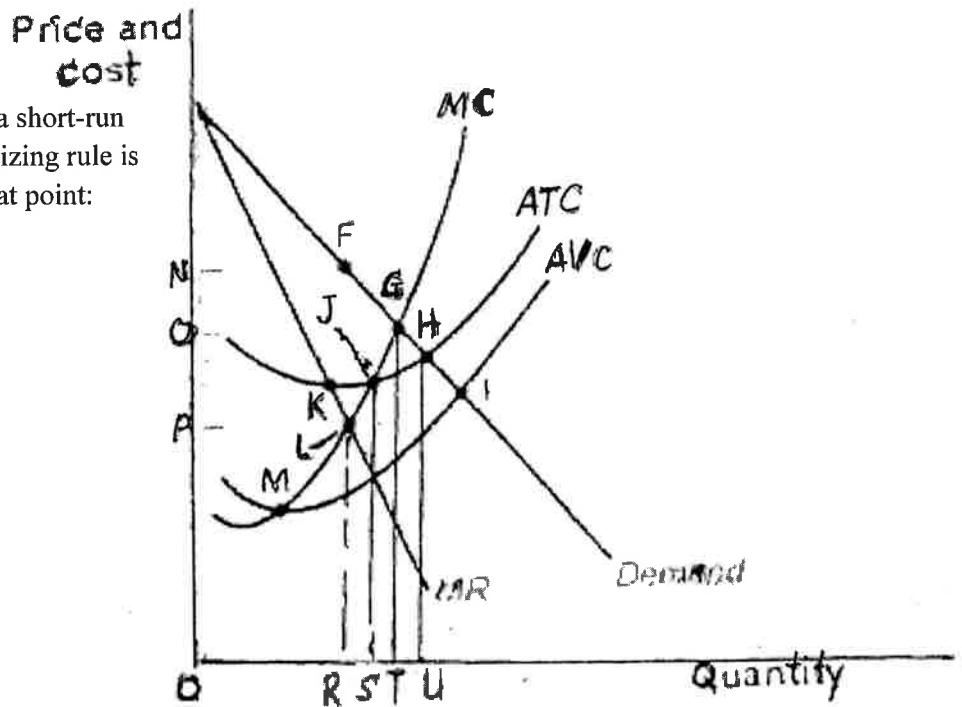
Price	Quantity
\$8	5
\$7	6
\$6	7

What is the firm's marginal revenue from selling the seventh unit?

- A. \$0
- B. \$7
- C. \$2
- D. \$42

50. In the figure, which depicts a short-run monopoly, the profit-maximizing rule is satisfied by the intersection at point:

- A. G
- B. H
- C. J
- D. L



ECONOMICS FIELD TEST B

SPRING 2021

Each of the questions or incomplete statements is followed by 4-5 suggested answers or completions. Select the one that is best in each case.

1. The concept of scarcity in economics suggests that
 - A. Society can meet the wants of every individual.
 - B. Some commodities are naturally limited in supply.
 - C. Monopolists sometimes restrict the amounts of goods they produce.
 - D. Choices must be made among alternative uses for resources.

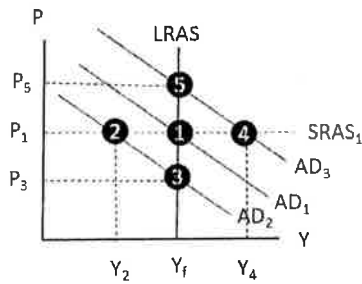
2. Which one of the following states a central element of the economic way of thinking?
 - A. Scarce goods are priceless.
 - B. Incentives matter—if the personal cost of a choice increases, individuals will be less likely to choose it.
 - C. The realism of the assumptions is the best test of an economic theory.
 - D. When deciding how to allocate time, the concept of opportunity cost is meaningless.

3. After graduation from college, you have an increase in income from a new job. If as a result you decide that you will purchase more T-bone steak and less hamburger, then for you hamburger is a(n) _____ good.
 - A. normal
 - B. substitute
 - C. complementary
 - D. inferior

4. Economic analysis assumes that
 - A. for the most part individuals act out of selfish motives, and it is realistic to assume this is always true.
 - B. although individuals are at times selfish and at times altruistic, only their selfish actions may be predicted.
 - C. people are basically humanitarian, and their actions are, therefore, difficult to predict.
 - D. changes in the personal benefits and costs associated with an activity will exert a predictable influence on human behavior.

5. Which of the following will cause an increase in the price of oranges?
 - A. Exceptionally good weather during the orange-growing season.
 - B. A decrease in the demand for orange juice.
 - C. A federal government report linking less risk of cancer to increased eating of oranges.
 - D. Agricultural researchers develop a new, higher-yielding orange tree.
 - E. An increase in the prices of apples and pears, complements to orange slices in fruit salad.

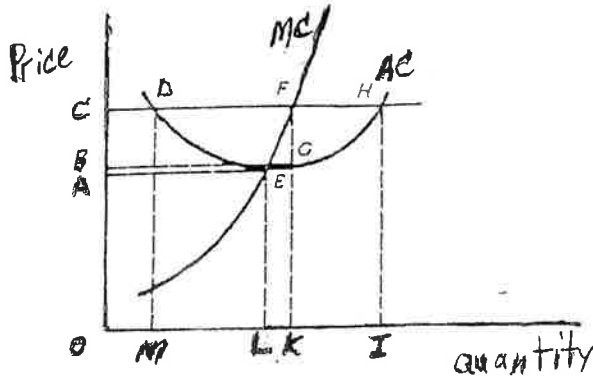
6. When the economy goes into a recession and workers are laid off, but look for other jobs, those workers are
 - A. Seasonally unemployed
 - B. Frictionally unemployed
 - C. Structurally unemployed
 - D. Cyclically unemployed
 - E. Discouraged workers



7. Using the AS-AD diagram above, if the economy starts at full-employment (at 1), and the government reduces personal taxes, then in the long-run, the economy will end up at
- Point 2
 - Point 3
 - Point 4
 - Point 5
8. In the long run in perfect competition, the nature of the adjustments that occur include the fact
- firms may enter or leave an industry.
 - firms may expand or contract their output within a plant but are confined to a given plant size.
 - if price exceeds average cost, firms will go out of business and exit the industry.
 - firms attracted into the industry by economic profits face barriers to entry.
9. Which of the following is **not** an automatic stabilizer?
- open-market operations
 - the unemployment compensation system
 - the federal income tax
 - the welfare system
10. The unique feature of a progressive income tax is that the higher one's income rises (up to a particular point), the tax rate one faces _____
- declines slowly
 - rises
 - remains the same
 - declines sharply
11. If average total cost is \$20, output is 100 units, and fixed costs are \$1000, then
- total cost is \$3000.
 - average fixed costs are \$20.
 - total variable cost is \$2000.
 - average variable costs are \$10.
12. If the nominal interest rate charged by a bank is 6.5% and the inflation rate is 2.0%, then the real rate of interest is approximately
- 8.5%
 - 6.5%
 - 4.5%
 - 3.25%

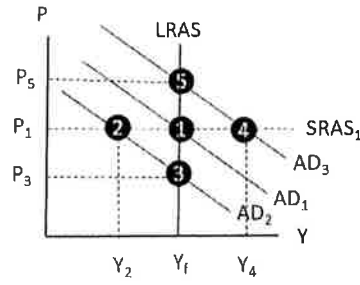
13. Which of the following factors is **least** likely to be a barrier to industry entry and a source of monopoly?
- A. control of a key input.
 - B. possession of specialized technology.
 - C. government regulation.
 - D. diseconomies of scale.
14. (I) Voluntary exchanges occur because both participants expect to gain from the transaction.
(II) Nothing is created as the result of an exchange. If one party to the exchange gains, the other part must lose.
- A. I is true; II is false.
 - B. I is false; II is true.
 - C. Both I and II are true.
 - D. Both I and II are false.
15. In a closed economy an increase in the budget deficit
- A. Increases the interest rate and investment.
 - B. Increases the interest rate but reduces investment.
 - C. Decreases the interest rate and investment.
 - D. Decreases the interest but increases investment
 - E. Leaves both the interest rate and investment unchanged.
16. Over the past 20 years, the United States has devoted substantial resources toward the War on Terrorism, homeland security, and relief efforts. As long as our resources are being used efficiently, the production possibilities constraint would suggest that
- A. we will have to give up the production of other goods that could have been produced with these resources.
 - B. we will be able to produce the same amount of other goods as before.
 - C. the military spending will result in an outward shift in the production possibilities curve, but the relief effort will result in an offsetting inward shift.
 - D. we will be unable to devote the resources necessary toward these efforts unless there is an improvement in technology.
17. A temporary adverse supply shock (e.g. a rise in energy prices) will
- A. increase interest rates and reduce private investment.
 - B. reduce interest rates and reduce private investment.
 - C. increase interest rates and increase private investment.
 - D. reduce interest rates and increase private investment.
 - E. none of the above.
18. Policies that would promote greater future standards of living include
- A. reducing the budget deficit.
 - B. promoting greater research and development.
 - C. promoting more education and training.
 - D. All of the above.
 - E. Both b and c above
19. Of the three main functions of money, the one that is undermined by the existence of inflation and opportunity cost is
- A. money as the unit of account
 - B. money as a medium of exchange
 - C. money as a store of value
 - D. none of the above

20. At the market equilibrium price of automobiles
- A. all buyers wishing to purchase them at that price will find them available.
 - B. some sellers will be unable to sell all the automobiles they wish to sell.
 - C. quantity demanded will exceed quantity supplied.
 - D. quantity supplied will exceed quantity demanded



21. If the current market price for the firm depicted above is A, given the firm's cost conditions, which output should it produce?
- A. M
 - B. L
 - C. K
 - D. I
22. Whenever a shortage occurs (for example, in parking spaces), and the price does not rise or is not permitted to rise, some method of non-price rationing must occur (for example, driving around looking for a parking space). Which of the following is an advantage of price rationing relative to non-price rationing methods?
- A. Economic theory indicates that price rationing leads to a less economically efficient allocation of goods.
 - B. Non-price rationing techniques redistribute income from consumers to producers; price rationing does not.
 - C. The demand for goods will be more elastic if price rationing is used to allocate goods.
 - D. When higher prices are used to resolve shortages, the higher prices will encourage suppliers to increase the supply of the scarce good.
23. If the Federal Reserve raises the discount rate at the same time it conducts an open market sale, as a consequence the money supply will
- A. increase sharply
 - B. increase slightly
 - C. remain the same
 - D. decrease
24. When a country removes tariffs on imported goods,
- A. both domestic producers and domestic consumers are better off.
 - B. domestic producers are better off, and domestic consumers are worse off.
 - C. domestic producers are worse off, and domestic consumers are better off.
 - D. both domestic producers and domestic consumers are worse off.

25. Game theory is most useful for analyzing behavior of firms in markets in which
- A. The optimal strategy of one firm is to sell products to other producers rather than to consumers.
 - B. The optimal strategy of one firm, in choosing whether to cooperate or to compete with rivals, depends on the strategies of other firms in the industry.
 - C. Firms compete chiefly on the basis of price rather than relying on non-price competition.
 - D. The optimal strategy of one firm is to always cooperate with rivals.
26. If a local government enacts rent control legislation that sets the price of rental housing below equilibrium, which of the following will most likely happen in the local rental market?
- A. Discrimination in the rental housing market will be less likely.
 - B. The quality of rental housing will improve.
 - C. The future supply of rental housing will increase rapidly.
 - D. A shortage of rental housing will develop.
27. A person in the civilian labor force is measured as being in one of two categories:
- A. working in a service industry or working in a manufacturing industry.
 - B. unemployed or employed
 - C. employed part-time or employed full-time
 - D. a self-employed worker or not a self-employed worker
28. Economists measure Nominal GDP as
- A. a measure of the value of all newly produced final goods and services in a country during an annual period.
 - B. a measure of the value of all newly produced final goods and services in a country during an annual period, corrected for inflation.
 - C. a measure of the value of all goods and services sold in a country during an annual period.
 - D. none of the above.
29. The expenditure multiplier indicates that
- A. changes in investment, government, or consumption spending can trigger much larger changes in output.
 - B. an increase in saving will cause output to rise by a multiple of the additional saving.
 - C. a market economy will be more stable than classical economists thought.
 - D. the marginal propensity to consume is greater than one.



30. Using the AS-AD framework above, starting from in a recession, at Point 2, stabilization policy, also known as demand management, might include which of the following?

- A. an increase in government purchases to get to Point 3
- B. an increase in the money supply to get to Point 3
- C. an increase in government purchases to get to Point 1
- D. an increase in the money supply to get to Point 1
- E. Either or both C and D above

31. Real money demand is

- A. directly related to both real income and the real interest rate.
- B. inversely related to both real income and the real interest rate.
- C. directly related to real income and inversely related to the real interest rate.
- D. inversely related to real income and directly related to the real interest rate.

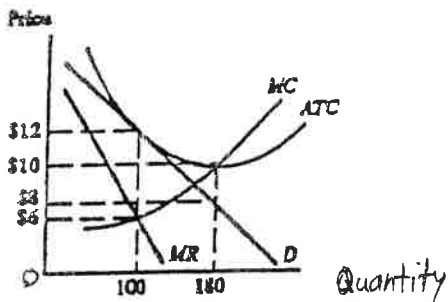
32. Starting at full-employment, and given the dual mandate of the US Federal Reserve (the Fed), what would be the likely response of the Fed to a rise in government purchases?

- A. Buy government bonds
- B. Sell government bonds
- C. Raise taxes to pay for the additional spending
- D. Lower the business tax rate
- E. None of the above

	Food	Clothing		Food	Clothing
Lebos	0	6	Slavia	0	9
	2	4		1	6
	4	2		2	3
	6	0		3	0

33. According to the law of comparative advantage, both Lebos and Slavia could gain if

- A. Lebos produced all of the food and clothing and Slavia did not produce anything.
- B. Lebos specialized in producing clothing, Slavia specialized in producing food, and they traded.
- C. Lebos specialized in producing food, Slavia specialized in producing clothing, and they traded.
- D. Slavia and Lebos were both self-sufficient and did not trade.

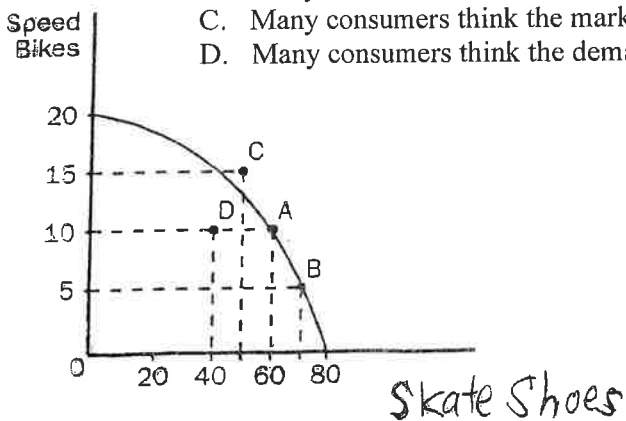


34. In the graph above, what price should a monopolistic competitor charge to maximize profit?
- A. \$6
 - B. \$8
 - C. \$10
 - D. \$12

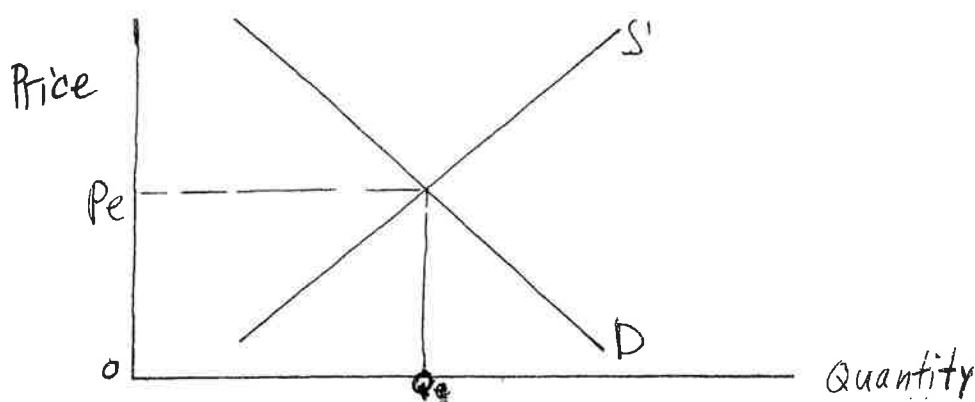
35. Following a temporary adverse supply shock, restoring the original (pre-shock) level of real GDP in the long-run can be accomplished by which of the following?
- A. Stimulative monetary policy
 - B. Stimulative fiscal policy
 - C. Both A and B above
 - D. A combination of contractionary monetary policy and stimulative fiscal policy
 - E. None of the above

36. If an increase in the price of lemonade causes more people to sell lemonade, then it can be argued that the price increase
- A. acted as a transfer price.
 - B. caused a redistribution of income.
 - C. caused a market failure.
 - D. reduced competition.
 - E. acted as an incentive.

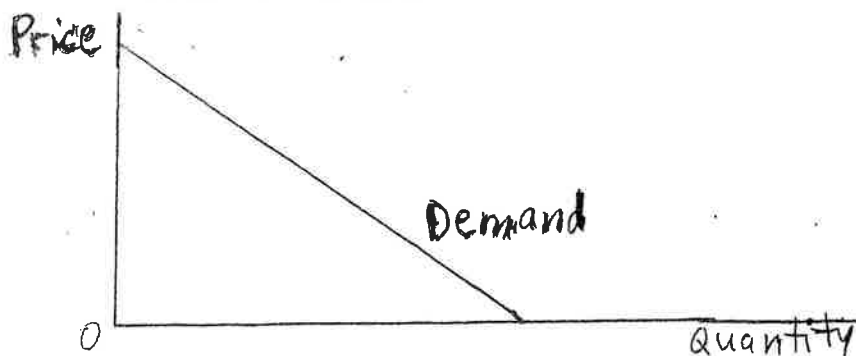
37. Which of the following best explains consumer surplus for good A?
- A. Many consumers actually pay prices that are greater than the equilibrium price of good A.
 - B. Many consumers would be willing to pay more than the market price for good A.
 - C. Many consumers think the market price of good A is greater than its cost.
 - D. Many consumers think the demand for good A is elastic.



38. On the production possibilities frontier shown above, the opportunity cost to the economy of getting 10 additional skate shoes by moving from point A to point B is
- A. 15 bikes.
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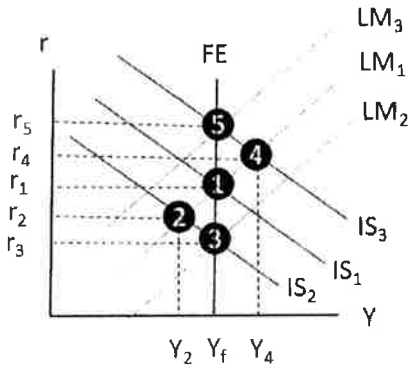
39. Suppose that in the market for razor blades (depicted above) demand increases AND supply decreases. What would happen in the razor blade market?
- Equilibrium price would increase, but the impact on equilibrium quantity would be ambiguous.
 - Equilibrium price would decrease, but the impact on equilibrium quantity would be ambiguous.
 - Both equilibrium price and quantity would increase.
 - Both equilibrium price and quantity would decrease.
40. In the phase of the business cycle when recessions end
- production and unemployment both rise.
 - production rises and unemployment falls.
 - production falls and unemployment rises.
 - production and unemployment both fall.
41. One of the problems with enacting stimulative fiscal policy starting at full-employment is
- lower real GDP in the short-run.
 - inflation in the short-run.
 - a lower future capital stock from what it otherwise would have been.
 - lower future standards of living from what they otherwise would have been.
 - Both C and D above.



42. Which of the following statements about the diagram above is **true**?
- Demand is infinitely elastic.
 - Demand is completely inelastic.
 - Demand becomes more inelastic as price declines.
 - Demand becomes more elastic as price declines.
43. When starting at full-employment, "leaning against the wind" involves the Fed implementing
- fiscal policy to shift AD in the same direction in which it is forecast to shift.
 - fiscal policy to shift AD in the opposite direction in which it is forecast to shift.
 - monetary policy to shift AD in the same direction in which it is forecast to shift.
 - monetary policy to shift AD in the opposite direction in which it is forecast to shift.
 - fiscal policy to shift LRAS to the right.

44. The Consumer Price Index in year 2 was 116, in year 3 was 120, and 126 in year 4. From this information it can be concluded that
- A. the rate of inflation from year 2 to year 3 was 4%.
 - B. the rate of inflation from year 3 to year 4 was 5%.
 - C. the economy was experiencing deflation in year 3.
 - D. the cost of living in year 4 was 10% higher than in year 2
45. During a period of high unemployment, the Federal Reserve can stimulate the economy to help reduce joblessness by
- A. increasing the discount rate.
 - B. increasing the prime rate.
 - C. increasing commercial bank reserve requirements.
 - D. buying government securities in the open market.
46. If a large open economy that presently has a trade deficit enacts a personal tax cut, it will experience which of the following?
- A. An increase in the real interest rate
 - B. A reduction in investment
 - C. A worsened trade deficit
 - D. All of the above
 - E. None of the above
47. Ivan, a Russian citizen, sells several hundred cases of Russian caviar to a restaurant chain in the United States. By itself this sale
- A. increases U.S. net exports and has no effect on Russian net exports.
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48. If after being at full-employment there is a drop in aggregate demand, full-employment can be restored in the long-run by which of the following?
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 - C. Stimulative monetary policy
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49. Elaine, a small grocer, is planning to cut certain prices to increase her sales revenues. What will be the likely result of a price decrease for matches, a good for which the demand is inelastic, and a price decrease for fresh green tomatoes, an item for which consumer demand is elastic?
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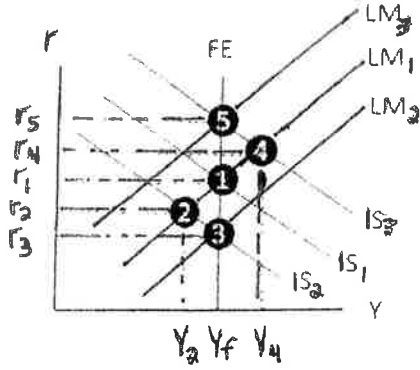
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 - C. supply curve for the good will overstate the true social cost of producing the good.
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51. Using the IS-LM-FE framework above, if the economy starts at General Equilibrium (i.e., Point 1: a full-employment output, Y_f , and real interest rate r_1) and experiences a drop in stock market wealth, then in the **short-run**, the economy would be at
- A. Point 1
 - B. Point 2
 - C. Point 3
 - D. Point 4
 - E. Point 5

52. The opportunity cost of building a park in your hometown would be the
- A. money cost of constructing the park.
 - B. highest valued bundle of other goods and services that must be forgone because of the park construction.
 - C. necessary increase in tax revenues to finance the construction.
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53. A firm producing cans buys three tons of aluminum per day at \$200 per ton. If it buys four tons per day, it receives a quantity discount on all units and pays only \$175 per ton. The marginal cost of the fourth ton per day is
- A. \$100.
 - B. \$175.
 - C. \$700.
 - D. \$225.



54. Using the IS-LM-FE framework above, if the economy starts at General Equilibrium (i.e., Point 1: a full-employment output, Y_f , and real interest rate r_1) and experiences a drop in stock market wealth, then in the **long-run**, the economy would be at

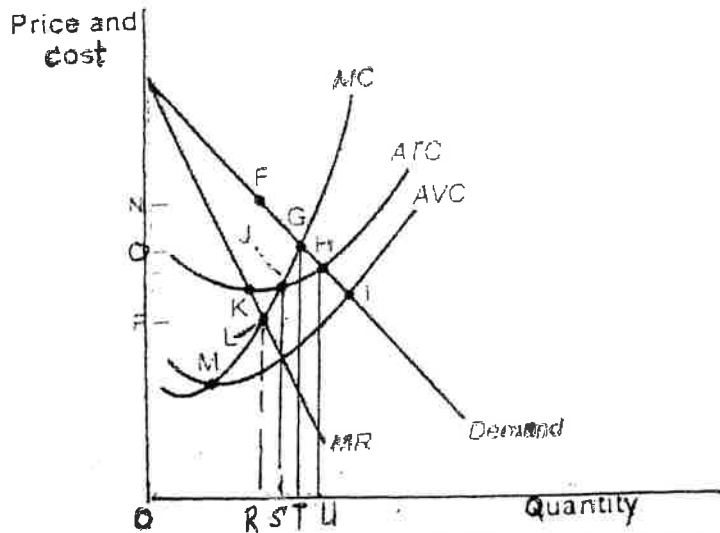
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- C. Point 3
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Price	Quantity
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What is the firm's marginal revenue from selling the seventh unit?

- A. \$0
- B. \$7
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56. In the figure above, which depicts a short-run monopoly, the profit-maximizing rule is satisfied by the intersection at point:

- A. G
- B. H
- C. J
- D. L

WRITTEN COMMUNICATION VALUE RUBRIC

The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialogue and understanding of student success. We have slightly tweaked the rubric to fit the Executive Summaries, Mid-Terms and Final Examinations within our EB 140 course titled Executive Leadership over the past three years.

Definition

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. In our case, we evaluated a) weekly one-page executive summaries covering up to 80 pages of reading and over 3 ½ hours of professor lectures, class discussion and guest lectures, and b) mid-term and final examinations of considerable length and depth.

Framing Language

This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing. In our case, the audience for a) the executive summaries was the CEO on his/her way to a meeting who needed relevant synthesis of disparate data and the audience for the examinations was b) the professor evaluating the comprehensive depth and breadth of understanding, including but not limited to the student's respective opinions on the writings and perhaps even disagreement with the outcomes or claims.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples or collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
- Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.

- **Disciplinary conventions:** Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.
- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example -- and lectures from professors and their guests over the length of the semester.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

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.

	Capstone 4	Milestones		Benchmark 1
		3	2	
Context of and Purpose for Writing <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).
Content Development	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.
Genre and Disciplinary Conventions <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.
Sources and Evidence	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.
Control of Syntax and Mechanics	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.

SAMPLE EXECUTIVE SUMMARY FROM A DIFFERENT CLASS

JDoeEB191ES8of11

OVERVIEW

Collins argues that good-to-great companies clearly evaluate and act upon the facts of their current situations. De Pree encourages leaders to keep the company values and “tribal identity” alive and argues that the most effective communication style is through behavior. Heifetz and Laurie believe that a leader’s job is to guide the company through the implementation of successful adaptive changes. Rooke and Torbert identify seven common types of leadership action and explain ways that leaders can improve or change their style of action. Scripture reminds Christians to use leadership for God’s glory.

SYNTHESIS

It seems that Rooke and Torbert’s “Strategist” is the most capable type of leader to shift a company from good to great. For example, they argue that the Strategists are unique because “their focus [is] on organizational constraints and perceptions, which they usually treat as discussable and transformable” (148). Collins argues that leaders need to “confront the brutal facts and to act on the implications” of the situation to take the company from good to great (89). Strategists can identify these facts and create ways to solve the prevailing issues. Heifetz and Laurie agree that a successful leader needs to be able to do these things while smoothly navigating their company and employees through these necessary changes. Their perspective is similar to Collins in that a leader needs to “identify [the] adaptive change” that is needed (60). To navigate this smoothly, the leader must be able to “regulate distress,” “provide direction,” and “maintain disciplined attention” (60, 61). De Pree argues that this should be done through strong communication with employees, particularly via incredible behavior. The leader should exemplify strong morals and work ethic, and discuss concepts with employees with clarity and grace. Scripture encourages Christians that “[they] are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do” (Ephesians 2:10). Scripture states that “everyone who is called by my name” is “created for my glory,” and “whom I formed and made” (Isaiah 43:7). These verses connect to business because Christian leaders must keep their eyes on Christ and do their ministry well in their jobs. God has provided the talent and opportunity to be an entrepreneur so that they will use it to serve others and glorify His name. They must never forget to work hard with this purpose in mind and bring Christ into all aspects of their business.

KEY TAKEAWAYS

I appreciated the way that these authors each gave related perspectives on the way leaders need to identify problems and pull their companies through them. I think that this is an extremely valuable skill as problems are bound to arise and the company will never be successful if a leader can’t bring the company and the employees through them.

Overview

Drucker explains the importance of having a management team when beginning a new venture. Ries believes in working as a team to develop and experiment within the business. Sabeti speaks on building for-benefit enterprises and the cruciality of considering the organizational structure. Thiel refers to a major lesson he identifies as “stay lean and flexible” that will provide a framework for running business. Scripture teaches Christians to implement similar practices within a workplace such as listening and trusting in your relationship with God.

Synthesis

When writing about Thomas Edison and his understanding of management, Drucker notes, Edison believed that a management team was unnecessary. In fact, four or five of Edison’s businesses suffered until he decided to step down and a more suitable person with management experience stepped in (188). Businesses and their teams go through many experiences to understand how to run a business and how to work with others as a team. Ries explains only through trial and error and after shifting from old strategies to newfound ones did IMVU begin to see a positive change in the company’s progression (51). Sabeti refers to the rare entrepreneurial style of structuring a team by stating it is uncommon for an entrepreneur to spend their time focusing on the organization of the company such as the roles people have and the operation of the business (4). In managing an organization, Thiel points out that as an entrepreneur, it is important to stay lean and flexible. This means not to have everything in the organization planned out minute by minute because things will come up and it is important to adapt to those situations by being flexible. Thiel also believes that entrepreneurship is about learning and experimenting (20). When experimenting and starting a new venture, it is valuable to trust in God. Romans 15:13 states, “May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.” Colossians 1:11 explains how we as humans cannot do everything on our own, even when it comes to business, “being strengthened with all power according to his glorious might so that you may have great endurance and patience.”

Key Takeaways

The featured authors touch on the importance of working as a team and trusting others and their work capabilities. They also included discussion on trial and error and persevering through difficulties within an organization.

Overview

Max DePree argues how crucial a mentoring relationship can be for the development of leaders. He explains that leadership enables your followers to realize their full potential. Jim Collins describes how easy it is to settle for life because we think that good is enough instead of chasing greatness. Daniel Goleman encourages leaders to develop their emotional intelligence, which according to him, is what distinguishes great from good leaders. Scripture explains that a great leader is a person who puts the interests of those they care about, above their own.

Synthesis

DePree, in *Leadership is an Art*, focuses on how the company Herman Miller Inc. got so successful. Mr. Miller used a plan called the Scanlon Plan, which tries to motivate workers to find ways to improve the quantity and quality of their work. By doing so, the company was able to outspend its bigger competitors. In addition, by giving freedom to employees, Mr. Miller allowed them to innovate and to try their ideas. "Workers make suggestions to management for ways to improve such things as customer service, quality and productivity"(16). DePree continues explaining that at Herman Miller Inc. they valued integrity a lot. An example is that the managers would send the productivity and profits reports to workers because they owned stock from the company. In other words, employees were owners of the company. Mr. Miller's leadership was based on "liberating people to do what is required of them in the most effective and human way possible" (18). It seems like the values at Herman Miller Inc. were based on that the leaders are the servants of their followers, which made it a great company. In the book *Good to Great*, Collins argues that "good is the enemy of great." This author analyzed companies' transformations from good to great companies. He explains that 9 out of 10 CEOs from great companies come from inside the corporation. He continues explaining that it is equally important for a business to focus on what to do great as on what not to do, or what to stop doing. "Greatness is not a function of circumstances, Greatness, it turns out, is largely a matter of conscious choice" (16). Collins argues that companies become great companies because of the team they have. He states that "people are not the most important asset. The right people are" (13). With the right people, a company does not need to have a hierarchy because of the culture of discipleship that exists inside the company. However, not every company can become a great company and it is not because of a business problem, according to Collins it is a human problem. Goleman would argue that if a company is not great it is because the workers need to develop their emotional intelligence. He explains that that is what distinguishes a good from a great leader. Self-awareness, self-regulation, motivation, social skills and empathy are the key factors to have a great emotional intelligence. Goleman argues that social skills and empathy are the most important factors for leaders. He continues arguing that a leader who cannot express his or her empathy may not have it at all. Their motivation will be useless if they cannot communicate their passion. "Social skills allow leaders to put their emotional intelligence at work" (10).

Takeaways

I value the way the authors have put their ideas to work. Leadership is one of the most important skills in the business world and the authors' arguments detail how to become a great leader. It seems like emotional intelligence is something every leader should develop if he or she wants to become a great one, since it amplifies your perspective and helps you understand the perspective of others.

PROGRAM GOAL #2

OVERVIEW

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.

Overarching learning outcomes

- 1) Students will demonstrate a critical understanding of the components of the research process in the fields economics and business.
- 2) Students will demonstrate the thoughtful and appropriate use of technologies and methodologies for performing research.

Method

Initial/Developing: EB 020 (Research and Forecasting)

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

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.

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.

	Highly developed 4	Developed 3	Emerging 2	Initial 1
Topic selection	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.
Existing Knowledge, Research, and/or Views	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.
Design Process	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 subdisciplines.	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.
Analysis	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.
Conclusions	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.
Limitations and Implications	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.

DISCUSSION

With the staffing changes in the department, the department 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, reduce the number of specific learning outcomes to a more manageable number, and prepare a more objective and therefore workable assessment instrument.

Several dimensions of this goal have been revisited:

The department's definition of research has been revised to recognize the diverse 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 3 of the 6 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 itself 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 properly appropriately reflect the broad outcomes the department expects for its students.

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.

The department 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 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 Lebasack 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 Paolo 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 registering 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.

DRAFT

APPENDIX D

There are two Student Research projects being led by EB faculty. Each is described below.

1. Edd Noell is overseeing a student research project on Universal Basic Income (UBI) in Spring 2023. This is being undertaken by EB major Evan Tsuei. UBI is an economic policy implementing a governmental permanent guarantee of basic income to individuals and/or households. UBI has been envisioned by a number of analysts to replace the current Temporary Assistance of Needy Families program administered by the U.S. Health and Human Services department.

The research project examines the viability of various UBI dimensions, including cash (instead of in-kind) payments, the unconditional basis for being a recipient of the funds with regards to employment status or educational attainment, initial age eligibility, and other possible features. Evan is reading a range of books and articles on UBI that examine the U.S. income distribution and the characteristics and direction of modern income inequality, issues related to economic mobility, and the debate over fostering equal economic opportunity vs. equal economic outcome as a policy goal. He will examine and appraise specific UBI experiments in both the U.S. and other countries in a comparative perspective. Evan is tasked with completing a twenty-page research paper that will engage in an economic analysis of UBI and bring to bear Christian values in evaluating the efficacy and desirability of UBI as an economic policy. Dr. Noell will work with Evan to shape his project into a proposal for submission to a peer-reviewed journal.

2. Aaron Cooke began leading a joint faculty-student research project in Fall 2022 on the economic impact of the policy interventions, including institutional lockdowns, implemented in response to the COVID-19 pandemic in 2020-22. Below is the description Dr. Cooke provided of his research work with EB senior Josh Fitzgerald that is continuing in the Spring 2023 semester.

Individual and organizational responses to the coronavirus pandemic varied across space and time. The effect of policy interventions on viral transmission is unclear, and these interventions were heterogeneous in their impact on economic activity and personal outcomes (Kerpen, Moore, and Mulligan 2022). Discerning a direct impulse response to each non-pharmaceutical intervention (NPI) is confounded by the interactions NPIs have with each other and with the imperfectly-measured disease burden. This paper is the first to use a data-rich Dynamic Stochastic General Equilibrium (drDSGE) model of the U.S. economy to determine the quantitative impact of different NPIs, exploiting state level variation in disease burden, individual response, and public policy. Using this information, policymakers can choose how to respond to future pandemics with a deeper understanding of the costs and benefits of their choices.

Josh and I have been working together to compile data on economic, pandemic, and policy observations. Josh is also working on writing an appendix describing the data sources, and the many transformations, assumptions, and choices necessary to turn the raw information into something that can be useful for prescriptive analytics. We will be finishing this work soon, then will be working together for the rest of the Spring semester on addressing issues as they arise until the project is ready to be submitted to a peer-reviewed journal, hopefully by this summer.