

Assessment of Student Learning at the program level is guided by the University Assessment Team. In the fall 2020 semester a more streamline process is being implemented. The two-step process includes submission of an assessment plan by December 15, 2020 and annual assessment reports due each December 15th starting in 2021. Evaluating student learning on a regular cycle affords faculty the opportunity to discuss potential changes to improve the program and enhance student learning.

Step 1 - Assessment Plan

The Assessment Plan contains student learning outcomes, direct/indirect measures, criteria used to evaluate the learning , and benchmarks for satisfactory student performance.

Due by December 15, 2020

Step 2 - Annual Assessment Report

The Annual Assessment Report captures a summary of the assessment process, results, and implemented changes to improve the program and enhance student learning.

Due each December 15th, starting in 2021

[Link to Assessment Plan form](#)

[Link to Annual Assessment Report form](#)

1) Assessment Plan – An assessment plan lays out the program’s intended learning outcomes for students, methods of assessment, and expected performance levels. It also contains points in the curriculum where outcomes are assessed. The plan should be updated whenever major changes are made to the outcomes or assessment methods.

a) It may be helpful to complete a Curriculum Outcomes Assessment Matrix before developing an assessment plan. The curriculum outcomes assessment matrix allows faculty to see the alignment of each student learning outcome with the required program courses and embedded assignments (see Table I). A template is provided on the Academic Affairs Assessment website. These outcomes and measures can then be entered into the assessment plan, noting the desired level of success (e.g. students will earn a rubric equivalent score of a B or better in each rubric dimension area).

Table I. Curriculum Outcomes Assessment Matrix

Course Number and Title	Outcome 1 Display a familiarity with the basic economic concepts and theories necessary to understand the functioning of the US. and Global Economies.	Outcome 2 Demonstrate a familiarity with qualitative and quantitative analysis in explaining the economic theories that underlie social and economic problems.	Outcome 3 Articulate and distinguish among economic paradigms.	Outcome 4 Demonstrate knowledge of competing economic theories and models in both historical and contemporary settings.
ECN 2950	Written Exam			
ECN 3050				Research Paper
ECN 3150		Project	Oral Presentation	
Capstone Project	Capstone Project – Concepts and Theories portion	Capstone Project – Analysis portion	Capstone Project – Economic Paradigms portion	Capstone Project – Economic Models portion

b) Completion of the Assessment Plan using information taken from the curriculum outcomes assessment matrix will look similar to the following:

Student Learning Outcome #1: Please enter student learning outcome #1 for your program, department, or unit.

Outcome 1 Display a familiarity with the basic economic concepts and theories necessary to understand the functioning of the US. and Global Economies.

Measures for Student Learning Outcome #1: Describe how student learning outcome #1 will be measured.

Students in ECN 2950 are assessed on their knowledge of basic economic concepts and theories using a written exam, with the expectation of at least a score of 70%.

Student Learning Outcome #2: Please enter student learning outcome #2 for your program, department, or unit.

Demonstrate a familiarity with qualitative and quantitative analysis in explaining the economic theories that underlie social and economic problems.

Measures for Student Learning Outcome #2: Describe how student learning outcome #2 will be measured. What is the desired level of success?

All Economic students are assessed using a capstone project that is graded by faculty using a standardized department rubric. The benchmark for success is to have all students earn a rubric equivalent score of at least a B on the analysis portion of the project.

2) Annual Assessment Report – Completion of the Annual Assessment Report is part of the continuous program improvement process. Data collected in these forms should be used to improve student learning (HLC Criteria 4.B, 1-3). Department faculty should meet to discuss assessment results and plans for improvement. Typical changes in response to assessment results include revisions to the curriculum, course sequencing, modifications in pedagogy, or adjustments to evaluation methods (e.g. projects, reports, exams, oral presentations, performances, rubrics, observation checklists). See sample responses below.

Assessment Overview: Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The BA Economics program has four student learning outcomes and assesses all outcomes each year. Students are assessed using direct measures from embedded assignments such as exams, quizzes, and the capstone project.

Student Learning Outcomes: Which student learning outcome(s) are being reported on in this report?

SLO 1: Display a familiarity with the basic economic concepts and theories necessary to understand the functioning of the US. and Global Economies. SLO 2: Demonstrate a familiarity with qualitative and quantitative analysis in explaining the economic theories that underlie social and economic problems. SLO 3: Articulate and distinguish among economic paradigms. SLO #4 Demonstrate knowledge of competing economic theories and models in both historical and contemporary settings.

Assessment Cycle: (select the academic year for which you are reporting results):

2018-2019

Results, Planned Actions, and/or Actions: Taken Briefly summarize the assessment results and how you are using them to enhance student learning and improve program quality. Limit is 100 words.

The rubric scores from the capstone project indicated students' strengths in theory knowledge and qualitative analysis. Students' weaknesses were in the application of quantitative skills. In response to these results, the department restructured some courses and developed some new data analytics courses. The department also conducted a curriculum overview that included syllabi review, benchmark setting, and required coverage of identified topics.