2013-2014 ANNUAL ASSESSMENT REPORT

This template intends to make our annual assessment and its reports simple, clear, and of high quality not only for this academic year but also for the years to come. Thus, it explicitly specifies some of the best assessment practices and/or expectations implied in the four WASC assessment rubrics we have used in the last few years (see the information below* that has appeared in Appendices 1, 2a, 2b, and 7 in the *Feedback for the 2011-2012 Assessment Report;* Appendix 2 in the *Feedback for the 2012-2013 Assessment Report*, and Appendices 5 to 8 in the *2013-2014 Annual Assessment Guideline)*.

We understand some of our programs/departments have not used and/or adopted these best practices this year, and that is okay. You do not need to do anything extra this year, and ALL YOU NEED TO DO is to report what you have done this academic year. However, we hope our programs will use many of these best practices in the annual assessment in the future.

We also hope to use the information from this template to build a digital database that is simple, clear, and of high quality. If you find it necessary to modify or refine the wording or the content of some of the questions to address the specific needs of your program, please make the changes and highlight them in red. We will consider your suggestion(s). Thank you!

If you have any questions or need any help, please send an email to Dr. Amy Liu (liuqa@csus.edu), Director of University Assessment. We are looking forward to working with you.

*The four WASC rubrics refer to: 1) WASC "Rubric for Assessing the Quality of Academic Program Learning Outcomes"; 2) WASC "Rubric for Assessing the Use of Capstone Experience for Assessing Program Learning Outcomes"; 3) WASC "Rubric for Assessing the Use of Portfolio for Assessing Program Learning Outcomes"; and 4) WASC "Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews".

Part 1: Background Information

B1. Program name: [_____Economics BA_____]

B2. Report author(s): [__Suzanne O'Keefe_____]

B3. Fall 2012 enrollment: [_287_____]
*Us*e the *Department Fact Book 2013* by OIR (Office of Institutional Research) to get the fall 2012 enrollment: (http://www.csus.edu/oir/Data%20Center/Department%20Fact%20Book/Departmental%20Fact%20Book.html).

B4. Program type: [SELECT ONLY ONE]

X	1. Undergraduate baccalaureate major
	2. Credential
	3. Master's degree
	4. Doctorate: Ph.D./E.D.D.
	5. Other, specify:

Question 1 (Q1): Program Learning Outcomes (PLO) Assessed in 2013-2014.

Q1.1. Which of the following program learning outcomes (PLOs) or Sac State Baccalaureate Learning Goals did you assess **in 2013-2014**? (See 2013-2014 Annual Assessment Report Guidelines for more details). [**CHECK ALL THAT APPLY**]

	1. Critical thinking (WASC 1) *
X	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
X	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that were **assessed in 2013-2014 but not included above:** a. b. c.

* One of the WASC's new requirements is that colleges and universities report on the level of student performance **at graduation** in five core areas: **critical thinking, information literacy, written communication, oral communication, and quantitative literacy.**

Q1.1.1. Please provide more detailed information about the PLO(s) you checked above:

Program Learning Outcomes (PLO)	Learning Objectives
7. Demonstrate quantitative reasoning skills	7.1 Present an economic argument in quantitative terms
	7.2 Demonstrate ability to solve systems of equations
	7.3 Be able to conduct economic analysis using equations and graphs
8. Demonstrate the ability to collect, process, and interpret data, including statistical	8.1 Recognize how to use the scientific

inference	method in economics
	8.2 Formulate empirically testable hypotheses
	8.3 Identify sources of data to conduct economic analysis
	8.4 Calculate, present, and discuss descriptive statistics
	8.5 Conduct a statistical analysis
	8.6 Critically assess the statistical analysis of other researchers.
9. Demonstrate computer proficiency within economics	9.1 Use electronic databases
	9.2 Use standard software packages

Q1.2. Are your PLOs closely aligned with the mission of the university?

X	1. Yes
	2. No
	3. Don't know

Q1.3. Is your program externally accredited (except for WASC)?

	1. Yes
X	2. No **(If no, go to Q1.4)**
	3. Don't know (**Go to Q1.4**)

Q1.3.1. If yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

	1. Yes
	2. No
	3. Don't know

Q1.4. Have you used the *Degree Qualification Profile* (DQP)[*] to develop your PLO(s)?

	1. Yes
X	2. No, but I know what DQP is.
	3. No. I don't know what DQP is.
	4. Don't know

[*] **Degree Qualifications Profile (DQP)** – a framework funded by the Lumina Foundation that describes the kinds of learning and levels of performance that may be expected of students who have earned an associate, baccalaureate, or master's degree. Please see the links for more details:
http://www.luminafoundation.org/publications/The_Degree_Qualifications_Profile.pdf and
http://www.learningoutcomeassessment.org/DQPNew.html.

Question 2 (Q2): Standards of Performance/Expectations for EACH PLO.

Q2.1. Has the program developed/adopted ==EXPLICIT== standards of performance/expectations for the PLO(s) you assessed **in 2013-2014 Academic Year**? (For example: We expect 70% of our students to achieve at least a score of 3 on the Written Communication VALUE rubric.)

	1. Yes, we have developed standards/expectations for **ALL** PLOs assessed in 2013-14.
	2. Yes, we have developed standards/expectations for **SOME** PLOs assessed in 2013-14.
X	3. No (**If no, go to Q2.2**) **No EXPLICIT % achievement, but individual expectations**
	4. Don't know (**Go to Q2.2**)
	5. Not Applicable (**Go to Q2.2**)

Q2.1.1. If yes, what are the desired levels of learning, including the criteria and standards of performance/expectations, especially at or near graduation, for ==EACH PLO== assessed in 2013-2014 Academic Year? (For example: what will tell you if students have achieved your expected level of performance for the learning outcome.) **Please provide the ==rubric== and/or the expectations that you have developed for ==EACH PLO one at a time below==.** [WORD LIMIT: 300 WORDS FOR EACH PLO]

Though we have no **EXPLICIT** standard of performance, we provide our rubric and expectations for individual students below.

The expectation of the Department of Economics is that our graduating seniors should "Meet Expectations" with a score **greater than 1** for all Program Learning Outcomes. The proportion of all students expected to meet this expectation has not been **EXPLICITLY** specified at the Department level, but each student is judged individually to either not meet, meet, or exceed expectations.

Each semester, all students are evaluated during the final presentation of their culminating research project. We report here the relevant portion of our Economics 145 Assessment Rubric. Faculty use the following numerical values to make their assessment:

ECONOMICS 145 – Rubric for Assessing Final Project Presentations

Please use the following numerical values to assess goals: 1 = Does Not Meet Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations

Program Learning Outcome 7: Demonstrate quantitative reasoning skills
3. Utilize mathematics and statistics to facilitate the understanding of economic data (Econ Dept Goal 7)   Expectation: Student should cite and utilize mathematics or statistics, and bring them to bear on the issue/topic at hand

The expectation of the Department of Economics is that graduating seniors should "Meet Expectations" with a score greater than 1 for Program Learning Outcome 7.

Program Learning Outcome 8: Demonstrate the ability to collect, process, and interpret data, including statistical inference *And Program Learning Outcome 9: Demonstrate computer proficiency within economics*
4. Utilize computers and other technologies to access, retrieve, and analyze data (Econ Dept Goals 8 & 9) Expectation: Student should cite an appropriate data source, present and engage the information, examine and assess it

The expectation of the Department of Economics is that graduating seniors should "Meet Expectations" with a score greater than 1 for Program Learning Outcomes 8 & 9.

The full rubric is provided on the following page.

ECONOMICS 145 – Rubric for Assessing Final Project Presentations

Please use the following numerical values to assess goals: 1 = Does Not Meet Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations

Assessment Goals/Objectives	Student								
	1	2	3	4	5	6	7	8	9
1. Understand and apply economic concepts and theories (Econ Dept. Goal 1; CSUS Goal 1 and 2) Expectation: Student should understand and apply economic concepts and theories in a clear and effective manner									
2. Think critically and solve problems (Econ Dept Goals 2, 4, & 10; CSUS Goal 2 and 3) Expectation: Student should identify question at hand, think critically and solves problem in an illuminating way									
3. Utilize mathematics and statistics to facilitate the understanding of economic data (Econ Dept Goal 7: CSUS Goals 1 and 3) Expectation: Student should cite and utilize mathematics or statistics, and bring them to bear on the issue/topic at hand									
4. Utilize computers and other technologies to access, retrieve, and analyze data (Econ Dept Goals 8 & 9; CSUS Goals 1 and 3) Expectation: Student should cite an appropriate data source, present and engage the information, examine and assess it									
5. Communicate findings both orally and in writing (Econ Dept Goal 6; CSUS Goal 3) Expectation: Student should clearly communicate findings orally and stimulate interest and discussion from the audience and communicate findings in writing in a clear and stimulating manner									
6. Demonstrate awareness of historical and institutional factors and identify implications and limitations of their work (Econ Dept Goals 3 & 5, CSUS Goal 4) Expectation: Student should demonstrate awareness of real world challenges, global, historical, and/or institutional forces, and identify implications and limitations of their research.									

Economic Department Goals	CSUS Baccalaureate Learning Goals
1. Develop the ability to explain core economic terms, concepts, and theories **2. Demonstrate the ability to employ the "economic way of thinking"** **3. Demonstrate awareness of global, historical, and institutional forces** **4. Apply economic theories and concepts to contemporary social issues, as well as formulation and analysis of policy** **5. Recognize the role of ethical values in economic decisions** **6. Apply both oral and written communications skills within the discipline** **7. Demonstrate quantitative reasoning skills** **8. Demonstrate the ability to collect, process, and interpret data, including statistical inference** **9. Demonstrate computer proficiency within economics** **10. Be able to use critical thinking skills within the discipline of economics and about economic matters**	1. The ability to demonstrate the competence in the discipline and demonstrate informed understandings of other fields 2. The ability to demonstrate knowledge of human cultures and the physical and natural world by engagement with big questions, contemporary and enduring. 3. The ability of students to demonstrate competency in intellectual and practical skills including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance. 4. The ability to demonstrate personal and social responsibility, including civic knowledge and engagement – local and global, *intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning anchored through active involvement with diverse communities and real-world challenges.

Q2.2. Have you published the **PLO(s)/expectations/rubric(s) you assessed in 2013-2014**?

X	1. Yes
	2. No **(If no, go to Q3.1)**

Q2.2.1. If yes, where were the **PLOs/expectations/rubrics** published? **[CHECK ALL THAT APPLY]**

X	1. In **SOME course syllabi/assignments** in the program that claim to introduce/develop/master the PLO(s)
	2. In **ALL course syllabi/assignments** in the program that claim to introduce /develop/master the PLO(s)
	3. In the student handbook/advising handbook
	4. In the university catalogue
	5. On the academic unit website or in the newsletters
X	6. In the assessment or program review reports/plans/resources/activities
	7. In the new course proposal forms in the department/college/university
X	8. In the department/college/university's strategic plans and other planning documents
	9. In the department/college/university's budget plans and other resource allocation documents
	10. In other places, specify:

Question 3 (Q3): Data, Results, and Conclusions for EACH PLO

Q3.1. Was assessment data/evidence **collected** for 2013-2014?

X	1. Yes
	2. No **(If no, go to Part 3: Additional Information)**
	3. Don't know **(Go to Part 3)**
	4. Not Applicable **(Go to Part 3)**

Q3.2. If yes, was the data **scored/evaluated** for 2013-2014?

X	1. Yes
	2. No **(If no, go to Part 3: Additional Information)**
	3. Don't know **(Go to Part 3)**
	4. Not Applicable **(Go to Part 3)**

Q3.3. If yes, what **DATA** have you collected? What are the **results, findings, and CONCLUSION(s)** for EACH PLO assessed in 2013-2014? In what areas are students doing well and achieving the expectations? In what areas do students need improvement? Please provide a simple and clear summary of the key data and findings, including **tables and graphs** if applicable for EACH PLO one at a time. [WORD LIMIT: 600 WORDS FOR EACH PLO]

PLO: Quantitative Literacy
Program Learning Outcome 7: Demonstrate quantitative reasoning skills

	Number of Responses Not Meeting Expectations (=1)	Total Number of Responses	Percent Meeting Expectations (1.5 and above)	Average	Standard Deviation
3. Utilize mathematics and statistics to facilitate the understanding of economic data—Fall 2013	43	174	75.29%	2.366	1.767
3. Utilize mathematics and statistics to facilitate the understanding of economic data—Spring 2014	40	203	80.30%	1.909	0.646

In Fall 2013, our quantitative literacy expectations for graduating seniors were not met 24.71% of the time. In Spring 2014, we saw some improvement, where expectations were not met just 19.7% of the time. We are pleased to see this improvement over Fall 2013, but believe there is room for more improvement as we strive for all students to meet expectations for quantitative literacy.

In addition to the Econ 145 assessment of presentations by faculty, students also complete the Economics Graduating Senior Exit Questionnaire. Students answer questions on the following scale, Usually, Sometimes, Rarely, Never or Not Applicable. Question 11 relates to Quantitative Literacy.

11.   The major program afforded opportunities to practice and develop analytic skills.

In Fall 2013, 100% of students answered that the program "Usually" or "Sometimes" developed analytic skills. No students answered "Rarely" or "Never."
In Spring 2014, 95.1% of students answered that the program "Usually" or "Sometimes" developed analytic skills. 4.9% of students answered "Rarely" or "Never."

Students perceive that the program has a strong focus on analytic skills, which require quantitative literacy.

PLO: Information Literacy
Program Learning Outcome 8: Demonstrate the ability to collect, process, and interpret data, including statistical inference
And Program Learning Outcome 9: Demonstrate computer proficiency within economics

	Number of Responses Not Meeting Expectations (=1)	Total Number of Responses	Percent Meeting Expectations (1.5 and above)	Average	Standard Deviation
4. Utilize computers and other technologies to access, retrieve, and analyze data.—Fall 2013	22	174	87.36%	2.152	0.513
4. Utilize computers and other technologies to access, retrieve, and analyze data.—Spring 2014	26	203	87.19%	1.945	0.561

In Fall 2013, our information literacy expectations for graduating seniors were not met 12.64% of the time. In Spring 2014, expectations were not met 12.81% of the time. These scores are stronger than the scores for Quantitative Literacy, but we believe there is room for improvement as we strive for all students to meet expectations for information literacy.

In addition to the Econ 145 assessment of presentations by faculty, students also complete the Economics Graduating Senior Exit Questionnaire. Students answer questions on the following scale, Usually, Sometimes, Rarely, Never or Not Applicable. Questions 9 and 12 relate to Information Literacy.

9.   The major program afforded opportunities to practice and develop computer skills.
12.   The major program trained me to design and carry out research: forming hypotheses, testing hypotheses with data, and deriving results.

In Fall 2013, 89% of students answered that the program "Usually" or "Sometimes" developed computer skills. 11% of students answered "Rarely" or "Never."
In Spring 2014, 86% of students answered that the program "Usually" or "Sometimes" developed computer skills. 14% of students answered "Rarely" or "Never."

In Fall 2013, 100% of students answered that the program "Usually" or "Sometimes" developed research skills. No students answered "Rarely" or "Never."
In Spring 2014, 94% of students answered that the program "Usually" or "Sometimes" developed research skills. 6% of students answered "Rarely" or "Never."

Students perceive that the program has a strong focus on computer and research skills, which require information literacy.

Q3.4. Do students meet the expectations/standards of performance as determined by the program and achieved the learning outcomes? [PLEASE MAKE SURE THE PLO YOU SPECIFY HERE IS THE SAME ONE YOU CHECKED/SPECIFIED IN Q1.1].

Q3.4.1. First PLO: [_____Information Literacy_____]

	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
X	4. No **EXPLICIT** expectation/standard set
	5. Don't know

Q3.4.2. Second PLO: [_____Quantitative Literacy_____]

	1. Exceed expectation/standard
	2. Meet expectation/standard
	3. Do not meet expectation/standard
X	4. No **EXPLICIT** expectation/standard set
	5. Don't know

Question 4 (Q4): Evaluation of Data Quality: Reliability and Validity.

Q4.1. How many PLOs **in total** did your program **assess in the 2013-2014 academic year**? [__2__]

Q4.2. Please choose **ONE ASSESSED PLO** as an example to illustrate how you use direct, indirect, and/or other methods/measures to collect data. If you only assessed one PLO **in 2013-14**, YOU CAN SKIP this question. If you assessed MORE THAN ONE PLO, please check **ONLY ONE PLO BELOW EVEN IF YOU ASSESSED MORE THAN ONE PLO IN 2013-2014.**

	1. Critical thinking (WASC 1) [1]
	2. Information literacy (WASC 2)
	3. Written communication (WASC 3)
	4. Oral communication (WASC 4)
X	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Other PLO. Specify:

Direct Measures

Q4.3. Were direct measures used to assess this PLO?

X	1. Yes
	2. No **(If no, go to Q4.4)**
	3. Don't know **(Go to Q4.4)**

Q4.3.1. Which of the following DIRECT measures were used? **[Check all that apply]**

X	1. Capstone projects (including theses, senior theses), courses, or experiences
	2. Key assignments from other CORE classes
	3. Key assignments from other classes
	4. Classroom based performance assessments such as simulations, comprehensive exams, critiques
	5. External performance assessments such as internships or other community based projects
	6. E-Portfolios
	7. Other portfolios
	8. Other measure. Specify:

Q4.3.2. Please provide the direct measure(s) **[key assignment(s)/project(s)/portfolio(s)]** that you used to collect the data. [WORD LIMIT: 300 WORDS]

Final presentations for every graduating senior's culminating research project in Econ 145 are assessed by at least three faculty (other than the course instructor).

Research Project and Suggested Assignments:
Each project culminates with a research paper and in-class presentation attended by students and at least three faculty members. The paper will typically have the following elements:

Abstract
Section 1: Introduction
Section 2: Literature Review
Section 3: Economic Framework and Empirical Model
Section 4: Data Summary
Section 5: Regression Analysis
Section 6: Conclusion
References

The 145 project is completed in steps through written assignments and in-class presentations occurring throughout the semester, where students receive feedback at every stage of the process. These steps typically include:

Assignment 1: Review economic journal article and make in-class presentation

Assignment 2: Critical reading of three articles related to selected topic

Assignment 3: *Prospectus—*Complete and present prospectus for an empirical research project, including a data source. Feedback should steer students away from topics that are infeasible, towards projects where the data is accessible.

Assignment 4: *Literature Review—*Summary and synthesis of at least three peer reviewed economic journal articles in addition to the three previously reviewed articles. Non-peer reviewed articles should be in addition to the economic journal articles.

Assignment 5: *Economic Framework and Empirical Model—*Description of theoretical and empirical models for testing the hypothesis.

Assignment 6: *Data Summary—*Explore gathered data to compare descriptive statistics across entities and time, illustrating key relationships in tables, scatterplots and trendlines.

Assignment 7: *Statistical Analysis—*Conduct regression analysis and interpret results.

Assignment 8: *Rough Draft—*Revise past sections of the paper submitted in previous assignments, making sure to incorporate past comments, and draft an abstract, introduction, and conclusion. This will be the first complete draft of the paper. Make in-class presentation.

Assignment 9: Final paper.

Assignment 10: Final PowerPoint Presentation

Q4.3.2.1. Was the direct measure(s) [**key assignment(s)/project(s)/portfolio(s)**] aligned directly with the rubric/criterion**?**

X	1. Yes
	2. No
	3. Don't know

Q4.3.3. Was the direct measure (s) [key assignment(s)/project(s)/portfolio(s)] aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.4. How was the evidence scored/evaluated? [**Select one only**]

	1. No rubric is used to interpret the evidence (If checked, go to Q4.3.7)
	2. Use rubric developed/modified by the faculty who teaches the class
	3. Use rubric developed/modified by a group of faculty
X	4. Use rubric pilot-tested and refined by a group of faculty
	5. Use other means. Specify:

Q4.3.5. What rubric/criterion was adopted to score/evaluate the above key assignments/projects/portfolio? [**Select one only**]

	1. The VALUE rubric(s)
	2. Modified VALUE rubric(s)
X	3. A rubric that is totally developed by local faculty
	4. Use other means. Specify:

Q4.3.6. Was the rubric/criterion aligned directly with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.3.7. Were the evaluators (e.g., faculty or advising board members) who reviewed student work calibrated to apply assessment criteria in the same way?

	1. Yes
X	2. No
	3. Don't know

Q4.3.8. Were there checks for inter-rater reliability?

	1. Yes
X	2. No
	3. Don't know

Q4.3.9. Were the sample sizes for the direct measure adequate?

X	1. Yes
	2. No
	3. Don't know

Q4.3.10. How did you select the sample of student work (papers, projects, portfolios, etc)? Please briefly specify here:

We evaluate 100% of presentations from Econ 145, the final core course taken by every graduating senior in Economics.

Indirect Measures
Q4.4. Were indirect measures used to assess the PLO?

X	1. Yes
	2. No **(If no, go to Q4.5)**

Q4.4.1. Which of the following indirect measures were used?

	1. National student surveys (e.g., NSSE, etc.)
	2. University conducted student surveys (OIR surveys)
X	3. College/Department/program conducted student surveys
	4. Alumni surveys, focus groups, or interviews
	5. Employer surveys, focus groups, or interviews
	6. Advisory board surveys, focus groups, or interviews
	7. Others, specify:

Q4.4.2. If surveys were used, were the sample sizes adequate?

X	1. Yes
	2. No
	3. Don't know

Q4.4.3. If surveys were used, please briefly specify how you select your sample? What is the response rate?

All students in Econ 145 are asked to complete the Graduating Senior Exit Questionnaire. About half are returned completed. This was administered online for the first time in Spring 2014, with a response rate of 62/120 (52%) of students enrolled in Econ 145. In Fall 2013, 36/74 (49%) of graduating seniors completed the questionnaire.

Q4.5. Were external benchmarking data used to assess the PLO?

	1. Yes
X	2. No **(If no, go to Q4.6)**

Q4.5.1. Which of the following measures was used?

	1. National disciplinary exams or state/professional licensure exams
	2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc)
	3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc)
	4. Others, specify:

Q4.6. Were other measures used to assess the PLO?

	1. Yes
X	2. No **(Go to Q4.7)**
	3. Don't know **(Go to Q4.7)**

Q4.6.1. If yes, please specify: [_____]

Alignment and Quality

Q4.7. Please describe how you collected the data? For example, in what course(s) (or by what means) were data collected? How reliable and valid is the data? [WORD LIMIT: 300 WORDS]

Final presentations for every graduating seniors' culminating research project in Econ 145 is assessed by at least three faculty (other than the course instructor).

Q4.8. How many assessment tools/methods/measures **in total** did you use to assess this PLO? [__2___]
NOTE: IF IT IS ONLY ONE, GO TO Q5.1.

Q4.8.1. Did the data (including all the assignments/projects/portfolios) from all the different assessment tools/measures/methods directly align with the PLO?

X	1. Yes
	2. No
	3. Don't know

Q4.8.2. Were **ALL** the assessment tools/measures/methods that were used good measures for the PLO?

X	1. Yes
	2. No
	3. Don't know

Question 5 (Q5): Use of Assessment Data.

Q5.1. To what extent have the assessment results **from 2012-2013** been used for? **[CHECK ALL THAT APPLY]**

	Very Much (1)	Quite a Bit (2)	Some (3)	Not at all (4)	Not Applicable (9)
1. Improving specific courses		X			
2. Modifying curriculum			X		
3. Improving advising and mentoring		X			
4. Revising learning outcomes/goals				X	
5. Revising rubrics and/or expectations				X	
6. Developing/updating assessment plan			X		
7. Annual assessment reports			X		
8. Program review					X
9. Prospective student and family information				X	
10. Alumni communication				X	
11. WASC accreditation (regional accreditation)					X
12. Program accreditation					X
13. External accountability reporting requirement					X
14. Trustee/Governing Board deliberations					X
15. Strategic planning		X			
16. Institutional benchmarking					X
17. Academic policy development or modification		X			
18. Institutional Improvement					X
19. Resource allocation and budgeting		X			
20. New faculty hiring		X			
21. Professional development for faculty and staff			X		
22. Other Specify:					

Q5.1.1. Please provide one or two best examples to show how you have used the assessment data above.

We held a department retreat in April of 2014 to consider ways to improve student learning outcomes in Econ 145. We have developed a number of options that we will vote on in the coming year, mostly focused on requiring additional math courses prior to enrollment in upper division curriculum.

We moved our Graduating Senior Exit Questionnaire to an online format, to ease data entry and analysis.

Q5.2. As a result of the **assessment effort in 2013-2014** and based on the prior feedbacks from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of program learning outcomes)?

X	1. Yes
	2. No **(If no, go to Q5.3)**
	3. Don't know **(Go to Q5.3)**

Q5.2.1. What changes are anticipated? By what mechanism will the changes be implemented? How and when will you assess the impact of proposed modifications? [WORD LIMIT: 300 WORDS]

We are considering adding additional math requirements to the major, such as Math 24 or Econometrics.

Q5.2.2. Is there a follow-up assessment on these areas that need improvement?

	1. Yes
X	2. No
	3. Don't know

Q5.3. Many academic units have collected assessment data on aspects of a program that are not related to program learning outcomes (i.e., impacts of an advising center, etc.). If your program/academic unit has collected assessment data in this way, please briefly report your results here. [WORD LIMIT: 300 WORDS]

Question 6 (Q6). Which program learning outcome(s) do you plan to assess next year?

	1. Critical thinking (WASC 1) [1]
	2. Information literacy (WASC 2)
X	3. Written communication (WASC 3)
X	4. Oral communication (WASC 4)
	5. Quantitative literacy (WASC 5)
	6. Inquiry and analysis
	7. Creative thinking
	8. Reading
	9. Team work
	10. Problem solving
	11. Civic knowledge and engagement – local and global
	12. Intercultural knowledge and competency
	13. Ethical reasoning
	14. Foundations and skills for lifelong learning
	15. Global learning
	16. Integrative and applied learning
	17. Overall competencies for GE Knowledge
	18. Overall competencies in the major/discipline
	19. Others. Specify any PLOs that the program is going to **assess but not included above:** a. b. c.

A1. In which academic year did you **develop** the current assessment plan?

X	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet **developed** a formal assessment plan

A2. In which academic year did you last **update** your assessment plan?

	1. Before 2007-2008
	2. 2007-2008
	3. 2008-2009
X	4. 2009-2010
	5. 2010-2011
	6. 2011-2012
	7. 2012-2013
	8. 2013-2014
	9. Have not yet **updated** the assessment plan

A3. Have you developed a curriculum map for this program?

X	1. Yes
	2. No
	3. Don't know

A4. Has the program indicated explicitly where the assessment **of student learning** occurs in the curriculum?

X	1. Yes
	2. No
	3. Don't know

A5. Does the program have any capstone class?

X	1. Yes
	2. No
	3. Don't know

A5.1. If yes, please list the course number for each capstone class: [__145_____]

A6. Does the program have **ANY** capstone project?

X	1. Yes
	2. No
	3. Don't know

A7. Name of the academic unit: [_Economics__BA ____]

A8. Department in which the academic unit is located: [_Economics__ ____]

A9. Department Chair's Name: [__Suzanne O'Keefe_____]

A10. Total number of annual assessment reports submitted by your academic unit for 2013-2014: [__1__]

A11. College in which the academic unit is located:

	1. Arts and Letters
	2. Business Administration
	3. Education
	4. Engineering and Computer Science
	5. Health and Human Services
	6. Natural Science and Mathematics
X	7. Social Sciences and Interdisciplinary Studies
	8. Continuing Education (CCE)
	9. Other, specify:

==Undergraduate Degree Program(s):==
A12. Number of undergraduate degree programs the academic unit has: [___1 ___]
A12.1. List all the name(s): [___BA_Economics____]
A12.2. How many concentrations appear on the diploma for this undergraduate program? [___ **0**___]

==Master Degree Program(s):==
A13. Number of Master's degree programs the academic unit has: [__ **1**___]
A13.1. List all the name(s): [___MA Economics_____]
A13.2. How many concentrations appear on the diploma for this master program? [__0____]

==Credential Program(s):==
A14. Number of credential degree programs the academic unit has: [___0___]
A14.1. List all the names: [_____]

==Doctorate Program(s)==
A15. Number of doctorate degree programs the academic unit has: [___0_____]
A15.1. List the name(s): [_____]

A16. Would this assessment report apply to other program(s) and/or diploma concentration(s) in your academic unit*?

	1. Yes
X	2. No

*If the assessment conducted for this program (including the PLO(s), the criteria and standards of performance/expectations you established, the data you collected and analyzed, the conclusions of the assessment) is the same as the assessment conducted for other programs within the academic unit, you only need to submit one assessment report.

16.1. If yes, please specify the name of each program: _____
16.2. If yes, please specify the name of each diploma concentration: _____