

# 2014-2015 Annual Assessment Report Template <sup>v16</sup>

FOR GRADUATE AND CREDENTIAL PROGRAMS: THIS TEMPLATE REFERS TO SAC STATE BACCALAUREATE LEARNING GOALS. PLEASE IGNORE THESE REFERENCES IN YOUR REPORT.

## Question 1: Program Learning Outcomes

**Q1.1.** Which of the following Program Learning Outcomes (PLOs) and Sac State Baccalaureate Learning Goals (BLGs) did you assess in 2014-2015? [Check all that apply]

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | 1. Critical thinking  |
| <input type="checkbox"/>            | 2. Information literacy   |
| <input checked="" type="checkbox"/> | 3. Written communication  |
| <input checked="" type="checkbox"/> | 4. Oral communication   |
| <input type="checkbox"/>            | 5. Quantitative literacy  |
| <input type="checkbox"/>            | 6. Inquiry and analysis   |
| <input type="checkbox"/>            | 7. Creative thinking  |
| <input type="checkbox"/>            | 8. Reading  |
| <input type="checkbox"/>            | 9. Team work  |
| <input type="checkbox"/>            | 10. Problem solving   |
| <input type="checkbox"/>            | 11. Civic knowledge and engagement  |
| <input type="checkbox"/>            | 12. Intercultural knowledge and competency  |
| <input type="checkbox"/>            | 13. Ethical reasoning   |
| <input type="checkbox"/>            | 14. Foundations and skills for lifelong learning                                    |
| <input type="checkbox"/>            | 15. Global learning   |
| <input type="checkbox"/>            | 16. Integrative and applied learning  |
| <input type="checkbox"/>            | 17. Overall competencies for GE Knowledge   |
| <input type="checkbox"/>            | 18. Overall competencies in the major/discipline                                    |
| <input type="checkbox"/>            | 19. Other, specify any PLOs that were assessed in 2014-2015 but not included above: |
| a.                                  |   |
| b.                                  |   |
| c.                                  |   |

**Q1.3.** Are your PLOs closely aligned with the mission of the university?

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

**Q1.4.** Is your program externally accredited (other than through WASC)?

1. Yes  
 2. No (Go to Q1.5)  
 3. Don't know (Go to Q1.5)

**Q1.4.1.** If the answer to Q1.4 is yes, are your PLOs closely aligned with the mission/goals/outcomes of the accreditation agency?

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

**Q1.5.** Did your program use the [Degree Qualification Profile](#) (DQP) to develop your PLO(s)?

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

**Q1.6.** Did you use action verbs to make each PLO measurable (See Attachment I)?

Yes

**Q1.2.** Please provide more detailed background information about **EACH PLO** you checked above and other information such as how your specific PLOs were **explicitly** linked to the Sac State BLGs:

**6. Program Learning Outcome:**  
Apply both oral and written communications skills within the discipline.

- 6.1 Present economic arguments in non-quantitative terms
- 6.2 Synthesize and summarize the arguments found in both academic and popular economic media
- 6.3 Discuss economic concepts in an articulate manner in a classroom or seminar setting

Economics Program Learning Outcome 6 is explicitly linked to Sac State Learning Outcomes 3 and 4.

**Q1.2.1.** Do you have rubrics for your PLOs?

1. Yes, for all PLOs  
 2. Yes, but for some PLOs  
 3. No rubrics for PLOs  
 N/A, other (please specify):

## Question 2: Standard of Performance for the selected PLO

**Q2.1.** Specify one PLO here as an example to illustrate how you conducted assessment (be sure you checked the correct box for this PLO in Q1.1):

6. Apply both oral and written communications skills within the discipline.

6.1 Present economic arguments in non-quantitative terms

6.2 Synthesize and summarize the arguments found in both academic and popular economic media

6.3 Discuss economic concepts in an articulate manner in a classroom or seminar setting

**Q2.2.** Has the program developed or adopted **explicit** standards of performance for this PLO?

1. Yes  
 2. No  
 3. Don't know  
 4. N/A

**Q2.3. Please provide the rubric(s)** and standard of performance that you have developed for this PLO here or in the appendix: **[Word limit: 300]**

See Appendix I for Rubrics.

Explicit standard of performance: We expect 100% of our students (graduating seniors) to achieve at least a score of 2 on the Written Communication and Oral Communication VALUE Rubrics.

**Q2.4.** Please indicate the category in which the selected PLO falls into.

1. Critical thinking  
 2. Information literacy  
 3. Written communication  
 4. Oral communication  
 5. Quantitative literacy  
 6. Inquiry and analysis  
 7. Creative thinking  
 8. Reading  
 9. Team work  
 10. Problem solving  
 11. Civic knowledge and engagement  
 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:

Please indicate where you have published the PLO, the standard of performance, and the rubric that measures the PLO:

	Q2.5	Q2.6	Q2.7
	(1) PLO	(2) Standards of Performance	(3) Rubrics
1. In <b>SOME</b> course syllabi/assignments in the program that address the PLO	X	X	X
2. In <b>ALL</b> course syllabi/assignments in the program that address the PLO			
3. In the student handbook/advising handbook			
4. In the university catalogue			
5. On the academic unit website or in newsletters			
6. In the assessment or program review reports, plans, resources or activities	X	X	X

7. In new course proposal forms in the department/college/university			
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. Other, specify:			

### Question 3: Data Collection Methods and Evaluation of Data Quality for the Selected PLO

**Q3.1.** Was assessment data/evidence **collected** for the selected PLO in 2014-2015?

1. Yes  
 2. No (Skip to **Q6**)  
 3. Don't know (Skip to **Q6**)  
 4. N/A (Skip to **Q6**)

**Q3.2.** If yes, was the data **scored/evaluated** for this PLO in 2014-2015?

1. Yes  
 2. No (Skip to **Q6**)  
 3. Don't know (Skip to **Q6**)  
 4. N/A (Skip to **Q6**)

**Q3.1A.** How many assessment tools/methods/measures **in total** did you use to assess this PLO?

- We used three assessment methods to assess this PLO.
1. Review of final Econ 145 research papers.
  2. Assessment of final project presentations.
  3. Graduating Senior Exit Questionnaire

**Q3.2A** Please describe how you collected the assessment data for the selected PLO. For example, in what course(s) or by what means were data collected (see Attachment II)? **[Word limit: 300]**

Students are assessed on their final research projects in our capstone course, Econ 145, Economic Research Methods. We collect data from faculty reading and assessing the final papers, and faculty attending final project presentations. Each faculty member was assigned 4 papers to read, and each faculty member attended Econ 145 presentations. Faculty use rubrics to assess written communication when reviewing the papers, and oral communication when attending the presentations.

Graduating seniors are also asked to complete the Graduating Senior Exit Questionnaire, which provides us with student feedback on the PLO.

### Q3A: Direct Measures (key assignments, projects, portfolios)

**Q3.3.** Were direct measures [key assignments, projects, portfolios, etc.] used to assess this PLO?

1. Yes  
 2. No (Go to **Q3.7**)  
 3. Don't know (Go to **Q3.7**)

**Q3.3.2.** Please attach the direct measure you used to collect data.

Objectives of Econ 145 are presented in Appendix II.

**Q3.3.1.** Which of the following direct measures were used? **[Check all that apply]**

1. Capstone projects (including theses, senior theses), courses, or experiences  
 2. Key assignments from required classes in the program  
 3. Key assignments from elective 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:

**Q3.4.** How was the data evaluated? **[Select only one]**

1. No rubric is used to interpret the evidence (Go to **Q3.5**)  
 2. Used rubric developed/modified by the faculty who teaches the class  
 3. Used rubric developed/modified by a group of faculty  
 4. Used rubric pilot-tested and refined by a group of faculty  
 5. The VALUE rubric(s)  
 6. Modified VALUE rubric(s)  
 7. Used other means. Specify:

<p><b>Q3.4.1.</b> Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the PLO?</p> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	<p><b>Q3.4.2.</b> Was the direct measure (e.g. assignment, thesis, etc.) aligned directly and explicitly with the rubric?</p> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A	<p><b>Q3.4.3.</b> Was the rubric aligned directly and explicitly with the PLO?</p> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know <input type="checkbox"/> 4. N/A
<p><b>Q3.5.</b> How many faculty members participated in planning the assessment data collection of the selected PLO?</p> <p>14</p>	<p><b>Q3.5.1.</b> If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?</p> <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	
<p><b>Q3.6.</b> How did you <b>select</b> the sample of student work [papers, projects, portfolios, etc.]?</p> <p>All presentations of graduating seniors were evaluated by more than one faculty member, for a total of 161 evaluations. All submitted papers (44) were evaluated, some by multiple faculty for a total of 52 evaluations.</p>	<p><b>Q3.6.1.</b> How did you <b>decide</b> how many samples of student work to review?</p> <p>We intend to assess all student papers and presentations to avoid selection bias.</p>	
<p><b>Q3.6.2.</b> How many students were in the class or program?</p> <p>87</p>	<p><b>Q3.6.3.</b> How many samples of student work did you evaluate?</p> <p>44 Papers, 80 Presentations</p>	<p><b>Q3.6.4.</b> Was the sample size of student work for the direct measure adequate?</p> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
<p><b>Q3B: Indirect Measures (surveys, focus groups, interviews, etc.)</b></p>		
<p><b>Q3.7.</b> Were indirect measures used to assess the PLO?</p> <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No (Skip to <b>Q3.8</b> ) <input type="checkbox"/> 3. Don't know	<p><b>Q3.7.1.</b> Which of the following indirect measures were used? <b>[Check all that apply]</b></p> <input type="checkbox"/> 1. National student surveys (e.g., NSSE) <input type="checkbox"/> 2. University conducted student surveys (e.g. OIR) <input type="checkbox"/> 3. College/Department/program student surveys <input type="checkbox"/> 4. Alumni surveys, focus groups, or interviews <input type="checkbox"/> 5. Employer surveys, focus groups, or interviews <input type="checkbox"/> 6. Advisory board surveys, focus groups, or interviews <input checked="" type="checkbox"/> 7. Other, specify: Graduating Senior Exit Questionnaire	
<p><b>Q3.7.2</b> If surveys were used, how was the sample size decided?</p> <p>All graduating seniors were given the opportunity to participate. 25 completed the survey.</p>	<p><b>Q3.7.4.</b> If surveys were used, what was the response rate?</p> <p>28.7%</p>	
<p><b>Q3.7.3.</b> If surveys were used, briefly specify how you selected your sample.</p> <p>All graduating seniors were asked to participate.</p>	<p><b>Q3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)</b></p>	
<p><b>Q3.8.</b> Were external benchmarking data such as licensing exams or standardized tests used to assess the PLO?</p> <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to <b>Q3.8.2</b> )	<p><b>Q3.8.1.</b> Which of the following measures were used?</p> <input type="checkbox"/> 1. National disciplinary exams or state/professional licensure exams <input type="checkbox"/> 2. General knowledge and skills measures (e.g., CLA, CAAP, ETS PP, etc.) <input type="checkbox"/> 3. Other standardized knowledge and skill exams (e.g., ETS, GRE, etc.) <input type="checkbox"/> 4. Other, specify:	

<input type="checkbox"/>	3. Don't know	
<b>Q3.8.2.</b> Were other measures used to assess the PLO? <input type="checkbox"/> 1. Yes <input checked="" type="checkbox"/> 2. No (Go to <b>Q3.9</b> ) <input type="checkbox"/> 3. Don't know (Go to <b>Q3.9</b> )		<b>Q3.8.3.</b> If other measures were used, please specify:

### Q3D: Alignment and Quality

<b>Q3.9.</b> Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know	<b>Q3.9.1.</b> Were <b>ALL</b> the assessment tools/measures/methods that were used good measures for the PLO? <input checked="" type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. Don't know
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## Question 4: Data, Findings and Conclusions

**Q4.1.** Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions: (see Attachment III)  
 [Word limit: 600 for selected PLO]

### Written Communication

Different Levels	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=52) % Meeting Standard**
Five Criteria (Areas)					
<b>Context of and Purpose for Writing</b>	19.2%	32.7%	44.2%	3.8%	96.2%
<b>Content Development</b>	19.2%	36.5%	26.9%	17.3%	82.7%
<b>Genre and Disciplinary Conventions</b>	19.2%	28.8%	40.3%	11.5%	88.5%
<b>Sources and Evidence</b>	19.2%	40.4%	32.7%	7.7%	92.3%
<b>Control of Syntax and Mechanics</b>	17.3%	34.6%	32.7%	15.4%	84.6%

\*\*Percent meeting explicit standard: We expect 100% of our students (graduating seniors) to achieve at least a score of 2 on the Written Communication and Oral Communication VALUE Rubrics.

### Oral Communication

Different Levels	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=161) % Meeting Standard**
Five Criteria (Areas)					
<b>Organization</b>	9.3%	52.8%	37.3%	0.6%	99.4%
<b>Language</b>	6.2%	46.6%	40.4%	6.8%	93.2%
<b>Delivery Techniques</b>	6.2%	44.1%	36.0%	13.7%	86.3%
<b>Supporting Material</b>	5.6%	29.8%	42.9%	21.7%	78.3%
<b>Central Message</b>	5.0%	31.7%	44.7%	18.6%	81.4%

\*\*Percent meeting explicit standard: We expect 100% of our students (graduating seniors) to achieve at least a score of 2 on the Written Communication and Oral Communication VALUE Rubrics.

**Q4.2.** Are students doing well and meeting program standard? If not, how will the program work to improve student performance of the selected PLO?

Between 82.7% and 96.2% of students achieved a score of 2 or above on criteria used to assess written communication.

Between 81.4% and 99.4% of students achieved a score of 2 or above on criteria used to assess oral communication.

Though this is a very strong majority of our students, we have not reached our Departmental Goal of 100% of students achieving at least a score of 2 on the Written and Oral Communication VALUE Rubrics.

Areas for improvement include Content Development and Control of Syntax and Mechanics for written communication. In Economics courses, faculty stress economic content, so we can work towards students' ability to convey their understanding of economic concepts through their written assignments. On the other hand, Syntax and Mechanics should be mastered in the GE curriculum, verified by the WPJ exam, and successful completion of the Writing Intensive courses. A passing score on the WPJ is a prerequisite for Econ 145. As Economics faculty, it is challenging to teach Economic Research Methods and basic, intermediate, and discipline specific writing skills in a single capstone course. We hope improvements in the GE writing program can help address the writing deficiencies of Sac State students.

Areas for improvement include Supporting Material and Central Message for oral communication. Students hone presentation skills in Econ 140 and Econ 145, and through other courses. Faculty can emphasize development of a central message, and encourage inclusion of supporting material in student presentations. One challenge for our program is the limited time available for each student presentation in Econ 145. Students only have 10 minutes, or fewer, to present their final projects, because approximately 100 students complete Econ 145 each semester, and presentations are made during the last week of classes. Faculty can consider offering alternative presentation opportunities where students have more time to include detailed supporting material.

**Q4.3.** For **selected** PLO, the student performance:

- 1. **Exceeded** expectation/standard
- 2. **Met** expectation/standard
- 3. **Partially** met expectation/standard
- 4. **Partially** met expectation/standard
- 5. No expectation or standard has been specified
- 6. Don't know

## Question 5: Use of Assessment Data (Closing the Loop)

**Q5.1.** As a result of the **assessment effort in 2014-2015** and based on the prior feedback from OAPA, do you anticipate making any changes for your program (e.g., course structure, course content, or modification of PLOs)?

1. Yes  
 2. No (Go to Q6)  
 3. Don't know (Go to Q6)

**Q5.1.2.** Do you have a plan to assess the impact of the changes that you anticipate making?

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

**Q5.1.1.** Please describe what changes you plan to make in your program as a result of your assessment of this PLO. Include a description of how you plan to assess the impact of these changes. **[Word limit: 300 words]**

Based on prior assessment, we are in the process of adding Math 24 to the requirements for the Economics major, and as a prerequisite for most courses. We believe this will enhance our students' understanding of many math skills applied throughout the curriculum. We will assess the impact of these changes using our department assessment policy, when we observe Econ 145 presentations, read Econ 145 papers, and informally notice student preparation and progress in every course we teach.

**Q5.2.** How have the assessment data from last year (2013 - 2014) been used so far? **[Check all that apply]**

	(1) Very Much	(2) Quite a Bit	(3) Some	(4) Not at all	(8) N/A
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. Recruitment of new students				X	

23. Other Specify:

**Q5.2.1.** Please provide a detailed example of how you used the assessment data above.

We modified our assessment policy this year, to include an explicit standard. We adopted new rubrics for assessing written and oral communication (VALUE Rubrics), and developed a new rubric to assess Economic Theory in 2015-16.

We used last year's assessment of quantitative skills as we developed our proposal to add Math 24 to the core requirements for the Economic major, and as a prerequisite for most upper division economics courses. The program and course change proposals are under review by the Curriculum Committees.

## Additional Assessment Activities

**Q6.** Many academic units have collected assessment data on aspects of a program that are not related to PLOs (i.e., impacts of an advising center, etc.). **If** your program/academic unit has collected data on the program elements, please briefly report your results here. **[Word limit: 300]**

**Q7.** What PLO(s) do you plan to assess next year?

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | 1. Critical thinking   |
| <input type="checkbox"/>            | 2. Information literacy  |
| <input type="checkbox"/>            | 3. Written communication   |
| <input type="checkbox"/>            | 4. Oral communication  |
| <input type="checkbox"/>            | 5. Quantitative literacy   |
| <input type="checkbox"/>            | 6. Inquiry and analysis  |
| <input type="checkbox"/>            | 7. Creative thinking   |
| <input type="checkbox"/>            | 8. Reading   |
| <input type="checkbox"/>            | 9. Team work   |
| <input type="checkbox"/>            | 10. Problem solving  |
| <input type="checkbox"/>            | 11. Civic knowledge and engagement   |
| <input type="checkbox"/>            | 12. Intercultural knowledge and competency   |
| <input type="checkbox"/>            | 13. Ethical reasoning  |
| <input type="checkbox"/>            | 14. Foundations and skills for lifelong learning   |
| <input type="checkbox"/>            | 15. Global learning  |
| <input type="checkbox"/>            | 16. Integrative and applied learning   |
| <input type="checkbox"/>            | 17. Overall competencies for GE Knowledge  |
| <input checked="" type="checkbox"/> | 18. Overall competencies in the major/discipline:  |
| <input type="checkbox"/>            | a. Develop the ability to explain core economic terms, concepts, and theories  |
| <input type="checkbox"/>            | b. Apply economic theories and concepts to contemporary social issues, as well as formulation and analysis of policy |
| <input type="checkbox"/>            | c.   |



**Q8.** Have you attached any appendices? If yes, please list them all here:

- Appendix I: Written and Oral Communication VALUE Rubrics**
- Appendix II: Key Assessment Capstone Project for Economics**
- Appendix III: Data Tables**

### Program Information

<p><b>P1.</b> Program/Concentration Name(s): Economics BA</p> <p><b>P1.1.</b> Report Authors: Suzanne O’Keefe</p>	<p><b>P2.</b> Program Director:</p> <p><b>P2.1.</b> Department Chair: Suzanne O’Keefe</p>										
<p><b>P3.</b> Academic unit: Department, Program, or College: Department of Economics</p>	<p><b>P4.</b> College: Social Sciences and Interdisciplinary Studies</p>										
<p><b>P5.</b> Fall 2014 enrollment for Academic unit (See <a href="#">Department Fact Book 2014</a> by the Office of Institutional Research for fall 2014 enrollment:  2416 enrolled  Fall 2014 enrollment from SacVault (only 2013 is available in the Fact Book)</p>	<p><b>P6.</b> Program Type: <b>[Select only one]</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; text-align: center;"><input checked="" type="checkbox"/></td><td>1. Undergraduate baccalaureate major</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>2. Credential</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>3. Master’s degree</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>4. Doctorate (Ph.D./Ed.d)</td></tr> <tr><td style="text-align: center;"><input type="checkbox"/></td><td>5. Other. Please specify:</td></tr> </table>	<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major	<input type="checkbox"/>	2. Credential	<input type="checkbox"/>	3. Master’s degree	<input type="checkbox"/>	4. Doctorate (Ph.D./Ed.d)	<input type="checkbox"/>	5. Other. Please specify:
<input checked="" type="checkbox"/>	1. Undergraduate baccalaureate major										
<input type="checkbox"/>	2. Credential										
<input type="checkbox"/>	3. Master’s degree										
<input type="checkbox"/>	4. Doctorate (Ph.D./Ed.d)										
<input type="checkbox"/>	5. Other. Please specify:										
<p><b>Undergraduate Degree Program(s):</b> <b>P7.</b> Number of undergraduate degree programs the academic unit has: 1</p> <p><b>P7.1.</b> List all the name(s): Economics BA</p> <p><b>P7.2.</b> How many concentrations appear on the diploma for this undergraduate program? none</p>	<p><b>Master Degree Program(s):</b> <b>P8.</b> Number of Master’s degree programs the academic unit has: 1</p> <p><b>P8.1.</b> List all the name(s): Economics MA</p> <p><b>P8.2.</b> How many concentrations appear on the diploma for this master program? none</p>										
<p><b>Credential Program(s):</b> <b>P9.</b> Number of credential programs the academic unit has: none</p> <p><b>P9.1.</b> List all the names:</p>	<p><b>Doctorate Program(s)</b> <b>P10.</b> Number of doctorate degree programs the academic unit has: none</p> <p><b>P10.1.</b> List all the name(s):</p>										

When was your assessment plan?	1. Before 2007-08	2. 2007-08	3. 2008-09	4. 2009-10	5. 2010-11	6. 2011-12	7. 2012-13	8. 2013-14	9. 2014-15	10. No formal plan
P11. Developed	X (2002)									
P12. Last updated									X	
								1. Yes	2. No	3. Don’t Know
<b>P13.</b> Have you developed a curriculum map for this program?	X									

<b>P14.</b> Has the program indicated explicitly where the assessment <b>of student learning</b> occurs in the curriculum?	X		
<b>P15.</b> Does the program have any capstone class?	X		
<b>P16.</b> Does the program have <b>ANY</b> capstone project?	X		



**Appendix I: Written and Oral Communication VALUE Rubrics  
Table for Assessing Written Communication Econ 145 Final Papers**



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



<b>Central Message</b>	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.
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Explicit standard of performance: We expect 100% of our students (graduating seniors) to achieve at least a score of 2 on the Written Communication and Oral Communication VALUE Rubrics.

## **Appendix II: Key Assessment Capstone Project for Economics**

### **Econ 145: Economic Research Methods: Course Objectives**

#### **Objectives:**

1. Select a research question, formulate a hypothesis, apply an economic model, and collect and analyze data.
2. Write a report and present findings to classmates and professors.
3. Apply economic theory to real world situations, and use economic theory to frame analysis of research questions.
4. Learn where resources and data can be found over the Internet and at the library.
5. Learn to use statistical analysis to help understand real world situations.
6. Gain an appreciation for the value of economic reasoning and research, but also recognize the limitations of its application.

#### **Development of Skills:**

1. Librarian introduces students to Resources for Economists at the Library
2. Review an economic journal article
3. Review a variety of online data sources, including micro-data sources (CPS, etc), and macro data sources (FRED, etc)
4. Discuss good research questions and brainstorming
5. Find peer reviewed journal articles on EconLit
6. Discuss critical reading techniques
7. Discuss effective writing style in Economics
8. Review theoretical models
9. Review data analysis using Excel
10. Introduce at least one statistical software package other than Excel (ie: Stata, Eviews, SPSS or SAS).
11. Clean and prepare data for analysis (create dummy variables, recode data)
12. Demonstrate techniques for transforming data (% changes, real and nominal, etc.)
13. Review how to create and interpret summary statistics
14. Review how to create charts and graphs
15. Review how to conduct regression analysis
16. Review potential threats to time series analysis (unit roots, differencing, lags)
17. Review interpretation of regression results
18. Review PowerPoint presentation guidelines and suggestions
19. Presentation (practice and feedback)

## Appendix III: Data Tables

### Written Communication

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=52) % Meeting Standard**
<b>Context of and Purpose for Writing</b>	19.2%	32.7%	44.2%	3.8%	96.2%
<b>Content Development</b>	19.2%	36.5%	26.9%	17.3%	82.7%
<b>Genre and Disciplinary Conventions</b>	19.2%	28.8%	40.3%	11.5%	88.5%
<b>Sources and Evidence</b>	19.2%	40.4%	32.7%	7.7%	92.3%
<b>Control of Syntax and Mechanics</b>	17.3%	34.6%	32.7%	15.4%	84.6%

\*\*Percent meeting explicit standard: We expect 100% of our students (graduating seniors) to achieve at least a score of 2 on the Written Communication and Oral Communication VALUE Rubrics.

### Oral Communication

Different Levels Five Criteria (Areas)	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)	Total (N=161) % Meeting Standard**
<b>Organization</b>	9.3%	52.8%	37.3%	0.6%	99.4%
<b>Language</b>	6.2%	46.6%	40.4%	6.8%	93.2%
<b>Delivery Techniques</b>	6.2%	44.1%	36.0%	13.7%	86.3%
<b>Supporting Material</b>	5.6%	29.8%	42.9%	21.7%	78.3%
<b>Central Message</b>	5.0%	31.7%	44.7%	18.6%	81.4%

\*\*Percent meeting explicit standard: We expect 100% of our students (graduating seniors) to achieve at least a score of 2 on the Written Communication and Oral Communication VALUE Rubrics.



### Exit Questionnaire

Different Levels Survey Question	Usually (4)	Sometimes (3)	Rarely (2)	Never (1)	Total (N=25) % Sometimes & Usually
1. My economics courses required me to use and to develop my communication skills.	72%	16%	12%	0%	88%
7. My economics courses developed my ability to understand and use economic vocabulary, to communicate economics by means of diagrams, graphs and other mathematical devices, and to communicate this understanding to others.	80%	12%	8%	0%	92%
8. My economics courses afforded me opportunities to practice and develop writing skills.	60%	28%	8%	4%	88%
10. My economics courses afforded me opportunities to practice and develop oral communication skills.	68%	16%	16%	0%	84%