2015-2016
Annual Assessment Report Template

For instructions and guidelines visit our **website**
or **contact us** for more help.

Report: BA Economics

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?** [**Check all that apply**]

☐ 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, specify any assessed PLOs not included above:

a. _____

b. _____

c. _____

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

4. Apply economic theories and concepts to contemporary social issues, as well as formulation and analysis of policy

4.1 Describe how economic trade-offs and social values impact public/private policy, and the success or failure of policies to achieve intended outcomes

Economics PLO 4 is explicitly linked to Sac State PLO 18 and Sac State BLG 1 (Competence in the Disciplines). Competence in the field of Economics at the Undergraduate level is demonstrated jointly by applying data analytical techniques to theoretical models in the analysis of real world problems and issues.

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

○ 4. N/A

○ 5. Other, specify: [   ]

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 Senior College and University Commission (WSCUC))?

○ 1. Yes

⦿ 2. No (skip to **Q1.5**)

○ 3. Don't know (skip 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?

⦿ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 2: Standard of Performance for the Selected PLO

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

Overall Competencies in the Major/Disicpline

Q2.1.1.
Please provide more background information about the **specific PLO** you've chosen in Q2.1.

4. Apply economic theories and concepts to contemporary social issues, as well as formulation and analysis of policy

4.1 Describe how economic trade-offs and social values impact public/private policy, and the success or failure of policies to achieve intended outcomes

Economics PLO 4 is explicitly linked to Sac State PLO 18 and Sac State BLG 1 (Competence in the Disciplines). Competence in the field of Economics at the Undergraduate level is demonstrated jointly by applying data analytical techniques to theoretical models in the analysis of real world problems and issues.

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 **standards of performance** that you have developed for this PLO here or in the appendix.

See appendix for the rubric.

Explicit standard of performance: We expect 100% of our students (graduating seniors) to achieve at least a score of 2 on the rubric (adapted from teh VALUE Rubrics).

📎 Economic Theory Rubric.docx
14.51 KB   📎 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard** of performance, and the **rubric** that was used to measure the PLO:
☑	☑	☑	1. In **SOME** course syllabi/assignments in the program that address the PLO
☐	☐	☐	2. In **ALL** 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
☐	☐	☐	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?

- ◉ 1. Yes
- ○ 2. No (skip to **Q6**)
- ○ 3. Don't know (skip to **Q6**)
- ○ 4. N/A (skip to **Q6**)

Q3.1.1.
How many assessment tools/methods/measures **in total** did you use to assess this PLO?

`3`

Q3.2.
Was the data **scored/evaluated** for this PLO?

- ◉ 1. Yes
- ○ 2. No (skip to **Q6**)
- ○ 3. Don't know (skip to **Q6**)
- ○ 4. N/A (skip to **Q6**)

Q3.2.1.
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:

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,a nd faculty attending final project presentations. Each faculty member was assigned 4 papers to read inthe Spring and the Fall of 2015 and each faculty member attended Econ 145 presentations. faculty used rubrics to assess the PLO during the oral presentations as well as when reviewing the written papers.

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

(**Remember**: Save your progress)

Question 3A: Direct Measures (key assignments, projects, portfolios, etc.)

Q3.3.
Were direct measures (key assignments, projects, portfolios, course work, student tests, etc.) used to assess this PLO?

- ◉ 1. Yes
- ○ 2. No (skip to **Q3.7**)
- ○ 3. Don't know (skip to **Q3.7**)

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

- ☑ 1. Capstone project (e.g. 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 assessment such as simulations, comprehensive exams, or critiques
- ☐ 5. External performance assessments such as internships or other community-based projects

☐ 6. E-Portfolios

☐ 7. Other Portfolios

☐ 8. Other, specify: _____

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

Students are asked to do the following:

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.

5. Learn to use statistical analysis to help understand real world situations.

6. Gain an appreciation for the value of economic reasoning and research as well as its limitations.

📎 **No file attached**   📎 **No file attached**

Q3.4.
What tool was used to evaluate the data?

○ 1. **No** rubric is used to interpret the evidence (skip to **Q3.4.4.**)

○ 2. Used rubric developed/modified by the faculty who teaches the class (skip to **Q3.4.2.**)

○ 3. Used rubric developed/modified by a group of faculty (skip to **Q3.4.2.**)

○ 4. Used rubric pilot-tested and refined by a group of faculty (skip to **Q3.4.2.**)

○ 5. The VALUE rubric(s) (skip to **Q3.4.2.**)

◉ 6. Modified VALUE rubric(s) (skip to **Q3.4.2.**)

○ 7. Used other means (Answer **Q3.4.1.**)

Q3.4.1.
If you used other means, which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams (skip to **Q3.4.4.**)

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.) (skip to **Q3.4.4.**)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.) (skip to **Q3.4.4.**)

☐ 4. Other, specify: _____ (skip to **Q3.4.4.**)

Q3.4.2.
Was the **rubric** aligned directly and explicitly **with the PLO**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.3.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the rubric**?

◉ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.4.4.
Was the **direct measure** (e.g. assignment, thesis, etc.) aligned directly and explicitly **with the PLO**?

⦿ 1. Yes

○ 2. No

○ 3. Don't know

○ 4. N/A

Q3.5.
How many faculty members participated in planning the assessment data **collection** of the selected PLO?

```
14
```

Q3.5.1.
How many faculty members participated in the **evaluation** of the assessment data for the selected PLO?

```
14
```

Q3.5.2.
If the data was evaluated by multiple scorers, was there a norming process (a procedure to make sure everyone was scoring similarly)?

○ 1. Yes

⦿ 2. No

○ 3. Don't know

○ 4. N/A

Q3.6.
How did you **select** the sample of student work (papers, projects, portfolios, etc.)?

```
All presentations were evaluated by multiple faculty members as 64 randomlly selected papers were evaluated as well.
```

Q3.6.1.
How did you **decide** how many samples of student work to review?

We intended to assess all papers and presentations to avoid selection bias if possible.

Q3.6.2.
How many students were in the class or program?

165

Q3.6.3.
How many samples of student work did you evaluated?

64 papers and 165
presentations

Q3.6.4.
Was the sample size of student work for the direct measure adequate?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Question 3B: Indirect Measures (surveys, focus groups, interviews, etc.)

Q3.7.
Were indirect measures used to assess the PLO?

◉ 1. Yes

○ 2. No (skip to **Q3.8**)

○ 3. Don't Know (skip to **Q3.8**)

Q3.7.1.
Which of the following indirect measures were used? [**Check all that apply**]

☐ 1. National student surveys (e.g. NSSE)

☐ 2. University conducted student surveys (e.g. OIR)

☐ 3. College/department/program student surveys or focus groups

☐ 4. Alumni surveys, focus groups, or interviews

☐ 5. Employer surveys, focus groups, or interviews

☐ 6. Advisory board surveys, focus groups, or interviews

☑ 7. Other, specify: Graduating Senior Exit Questionnaire

Q3.7.1.1.
Please explain and attach the indirect measure you used to collect data:

All graduating seniors were asked to participate.

📎 **No file attached**   📎 **No file attached**

Q3.7.2.
If surveys were used, how was the sample size **decided**?

All were included to avoid selection bias if possible.

Q3.7.3.
If surveys were used, how did you **select** your sample:

All were included to avoid selection bias if possible.

Q3.7.4.
If surveys were used, what was the response rate?

Roughly 30%

Question 3C: Other Measures (external benchmarking, licensing exams, standardized tests, etc.)

Q3.8.
Were external benchmarking data, such as licensing exams or standardized tests, used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q3.8.2**)

○ 3. Don't Know (skip to **Q3.8.2**)

Q3.8.1.
Which of the following measures was used? [**Check all that apply**]

☐ 1. National disciplinary exams or state/professional licensure exams

☐ 2. General knowledge and skills measures (e.g. CLA, ETS PP, etc.)

☐ 3. Other standardized knowledge and skill exams (e.g. ETC, GRE, etc.)

☐ 4. Other, specify: [   ]

Q3.8.2.
Were other measures used to assess the PLO?

○ 1. Yes

◉ 2. No (skip to **Q4.1**)

○ 3. Don't know (skip to **Q4.1**)

Q3.8.3.
If other measures were used, please specify:

[   ]

📎 No file attached   📎 No file attached

(**Remember**: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.
Please provide simple tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO for **Q2.1**:

See attached

📎 Economic Theory Rubric scores.docx
   14.24 KB   📎 No file attached

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

Between 78% and 84% of students achieved a score of 2 or above on criteria used to assess this PLO.

Our goal is 100% of students at 2 or above, so while this is not bad, it falls short of our goal. Nevertheless, we were not surprised to see this shortcoming. We know that our current 145 class does not go far enough towards making the connections between the earlier theory courses in our curriculum and the data courses towards the end of the curriculum.

The Department is considering various paths towards student improvement including:

* Stronger expectations in this area for our faculty (especially part-time faculty)

* Stronger expectations in this area for our students throughout this course and those leading up to it

* More focus on theory and its connection with data analysis in Econ 140 (the immediate pre-requisite to this course)

📎 No file attached   📎 No file attached

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

○ 1. **Exceeded** expectation/standard

○ 2. **Met** expectation/standard

◉ 3. **Partially** met expectation/standard

○ 4. Did not meet expectation/standard

○ 5. No expectation/standard has been specified

○ 6. Don't know

Question 4A: Alignment and Quality

Q4.4.
Did the data, including the direct measures, from all the different assessment tools/measures/methods directly align with the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

Q4.5.
Were **all** the assessment tools/measures/methods that were used good measures of the PLO?

◉ 1. Yes

○ 2. No

○ 3. Don't know

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

Q5.1.
As a result of the assessment effort and based on 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 (skip to **Q5.2**)

○ 3. Don't know (skip to **Q5.2**)

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.

The Department is considering various paths towards student improvement including:

* Stronger expectations in this area for our faculty (especially part-time faculty)

* Stronger expectations in this area for our students throughout this course and those leading up to it

* More focus on theory and its connection with data analysis in Econ 140 (the immediate pre-requisite to this course)

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

Q5.2.

How have the assessment data from the last annual assessment been used so far? [**Check all that apply**]	1. Very Much	2. Quite a Bit	3. Some	4. Not at All	5. N/A
1. Improving specific courses	◯	◯	◉	◯	◯
2. Modifying curriculum	◯	◯	◉	◯	◯
3. Improving advising and mentoring	◯	◯	◉	◯	◯
4. Revising learning outcomes/goals	◯	◯	◯	◉	◯
5. Revising rubrics and/or expectations	◯	◯	◉	◯	◯
6. Developing/updating assessment plan	◉	◯	◯	◯	◯
7. Annual assessment reports	◉	◯	◯	◯	◯
8. Program review	◯	◯	◯	◯	◉
9. Prospective student and family information	◯	◯	◯	◯	◉
10. Alumni communication	◯	◯	◯	◯	◉
11. WSCUC accreditation (regional accreditation)	◯	◯	◯	◯	◉
12. Program accreditation	◯	◯	◯	◯	◉
13. External accountability reporting requirement	◯	◯	◯	◯	◉
14. Trustee/Governing Board deliberations	◯	◯	◯	◯	◉
15. Strategic planning	◯	◯	◉	◯	◯
16. Institutional benchmarking	◯	◯	◯	◯	◉
17. Academic policy development or modifications	◉	◯	◯	◯	◯
18. Institutional improvement	◯	◯	◉	◯	◯
19. Resource allocation and budgeting	◯	◯	◯	◉	◯
20. New faculty hiring	◯	◯	◉	◯	◯
21. Professional development for faculty and staff					

	○	○	○	◉	○
22. Recruitment of new students	○	○	○	◉	○

23. Other, specify: [   ]

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

We continued to modify our assessment policies and plan to be more explicit in our rubrics for assessment including the one used this year to assess theory.

We dedicate time in department meetings to discuss the assessment results and how to use them effectively.

(**Remember**: Save your progress)

Additional Assessment Activities

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

[📎 No file attached] [📎 No file attached]

Q7.
What PLO(s) do you plan to assess next year? [**Check all that apply**]

☐ 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, specify any PLOs not included above:

a. [   ]

b. [   ]

c. [   ]

Q8. Please attach any additional files here:

📎 No file attached   📎 No file attached   📎 No file attached   📎 No file attached

Q8.1.
Have you attached any files to this form? If yes, please list every attached file here:

Yes. The rubric used and the scores from the assessment process.

Program Information (**Required**)

P1.
Program/Concentration Name(s): [by degree]

BA Economics

P1.1.
Program/Concentration Name(s): [by department]

Economics BA

P2.
Report Author(s):

David M. Lang

P2.1.
Department Chair/Program Director:

David M. Lang

P2.2.
Assessment Coordinator:

Suzanne O'Keefe

P3.
Department/Division/Program of Academic Unit

Economics

P4.
College:

College of Social Sciences & Interdisciplinary Studies

P5.
Total enrollment for Academic Unit during assessment semester (see Departmental Fact Book):

436 in 2014

P6.
Program Type:

◉ 1. Undergraduate baccalaureate major

◯ 2. Credential

◯ 3. Master's Degree

◯ 4. Doctorate (Ph.D./Ed.D./Ed.S./D.P.T./etc.)

◯ 5. Other, specify: [   ]

P7. Number of **undergraduate degree programs** the academic unit has?
1

P7.1. List all the names:

BA Economics

P7.2. How many concentrations appear on the diploma for this undergraduate program?
0

P8. Number of **master's degree programs** the academic unit has?
1

P8.1. List all the names:

MA Economics

P8.2. How many concentrations appear on the diploma for this master's program?
0

P9. Number of **credential programs** the academic unit has?
0

P9.1. List all the names:

P10. Number of **doctorate degree programs** the academic unit has?

0

P10.1. List all the names:

When was your **assessment plan**...	1. Before 2010-11	2. 2011-12	3. 2012-13	4. 2013-14	5. 2014-15	6. No Plan	7. Don't know
P11. developed?	⦿	○	○	○	○	○	○
P11.1. last updated?	○	○	○	○	⦿	○	○

P11.3.
Please attach your latest **assessment plan**:

📎 **No file attached**

P12.
Has your program developed a **curriculum map?**

⦿ 1. Yes

○ 2. No

○ 3. Don't know

P12.1.
Please attach your latest **curriculum map**:

📎 No file attached

P13.
Has your program indicated in the curriculum map where assessment **of student learning** occurs?

⦿ 1. Yes

○ 2. No

○ 3. Don't know

P14.
Does your program have a capstone class?

◉ 1. Yes, indicate: Econ 145

○ 2. No

○ 3. Don't know

P14.1.
Does your program have **any** capstone project?

◉ 1. Yes

○ 2. No

○ 3. Don't know

(**Remember**: Save your progress)

Economic Theory Rubric
Table for Assessing Economic Theory from Econ 145 Final Papers

	Capstone 4	Milestones 3	2	Benchmark 1
Identify Relevant Economic Theory	Demonstrates a thorough understanding of economic theory relevant to the chosen Econ 145 topic. Connects theory to an empirical model in a logical way.	Demonstrates adequate understanding of economic theory relevant to the chosen Econ 145 topic. Connects theory to an empirical model.	Demonstrates some understanding of economic theory relevant to the chosen Econ 145 topic.	Demonstrates minimal understanding of economic theory relevant to the chosen Econ 145 topic.
Demonstrate Understanding of Theory	Demonstrates detailed attention to and successful execution of presentation of economic theory. Relevant graphs or equations are presented in an appropriate way, and discussed.	Successful presentation of economic theory. Relevant graphs or equations are included and discussed.	Economic theory is presented. Relevant graphs or equations are included.	Fails to demonstrate proper understanding of theory.
Apply Theory to Contemporary Issue or Policy	Demonstrates understanding of how economic trade-offs or social values impact public or private choices. Thoroughly explains whether economic theory is supported or refuted by empirical findings.	Describes how economic trade-offs or social values impact public or private choices. Explains whether economic theory is supported or refuted by empirical findings.	Refers to economic trade-offs or social values. Relates economic theory to empirical findings.	Does not relate economic theory to empirical findings.

Economic Theory Rubric
Table for Assessing Economic Theory from Econ 145 Final Papers

	Capstone 4	Milestones		Benchmark 1	Total (n=64) % meeting standard
		3	2		
Identify Relevant Economic Theory	7.8%	32.8%	43.8%	15.6%	84.4%
Demonstrate Understanding of Theory	6.3%	23.4%	48.4%	21.9%	78.1%
Apply Theory to Contemporary Issue or Policy	7.8%	31.3%	42.2%	18.8%	81.2%