2017 - 2018
Annual Program Assessment Report

The Office of Academic Program Assessment
California State University, Sacramento

For more information visit our **website**
or **contact us** for more help.

Please begin by selecting your program name in the drop down.
If the program name is not listed, please enter it below:

BA Economics
OR enter program name:

Section 1: Report All of the Program Learning Outcomes Assessed

Question 1: Program Learning Outcomes

Q1.1.
Which of the following Program Learning Outcomes (PLOs), Sac State Baccalaureate Learning Goals (BLGs), and emboldened Graduate Learning Goals (GLGs) **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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☐ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20A. Other, specify any assessed PLOs not included above:

a. _____

b. _____

c. _____

- ☐ 20B. **Check here if your program has not collected any data for any PLOs**. Please go directly to Q6 (skip Q1.2 to Q5.3.1.)

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

2. Demonstrate the ability to employ the "economic way of thinking"

2.1 Explain the application of marginal analysis

2.2 Explain the use of benefit/cost analysis

2.3 Explain the contribution of economics to non-market social issues

10. Be able to use critical thinking skills within the discipline of economics and about economic matters

10.1 Present viewpoints and alternative hypotheses on economic issues

10.2 Recognize underlying assumptions in economic models

10.3 Demonstrate ability to use the economic tools of analysis

Economics PLO 2 and 10 are explicitly linked to Sac State BLG 3 (Intellectual and Practical Skills).

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", see http://degreeprofile.org) 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

<div align="center">(Remember: Save your progress)</div>

Section 2: Report One Learning Outcome in Detail

Question 2: Standard of Performance for the Selected PLO

Q2.1.
Select **OR** type in **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):

Critical Thinking

If your PLO is **not listed, please enter it here**:

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

> 2. Demonstrate the ability to employ the "economic way of thinking"
>
> 2.1 Explain the application of marginal analysis
>
> 2.2 Explain the use of benefit/cost analysis
>
> 2.3 Explain the contribution of economics to non-market social issues
>
> 10. Be able to use critical thinking skills within the discipline of economics and about economic matters
>
> 10.1 Present viewpoints and alternative hypotheses on economic issues
>
> 10.2 Recognize underlying assumptions in economic models
>
> 10.3 Demonstrate ability to use the economic tools of analysis
>
> Economics PLO 2 and 10 are explicitly linked to Sac State BLG 3 (Intellectual and Practical Skills).

Q2.2.
Has the program developed or adopted ***explicit program standards of performance/expectations*** for this PLO? (e.g. "We expect 70% of our students to achieve at least a score of 3 or higher in all dimensions of the Written Communication VALUE rubric.")
  ◉ 1. Yes
  ○ 2. No
  ○ 3. Don't know
  ○ 4. N/A

Q2.3.

Please **1) provide and/or attach the rubric(s) AND 2) the standards of performance/expectations** that you have developed for *the selected PLO* here:

See attached for rubric.

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

📎 CriticalThinking VALUE rubric ECON.pdf
53.54 KB   📎 No file attached

Q2.4. PLO	Q2.5. Stdrd	Q2.6. Rubric	Please indicate where you have published the **PLO**, the **standard (stdrd)** 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 colelct data from faculty reading and assessing the final papers, and faculty attending final project presentations. Each faculty member was assigned four papers to read in the Spring and the Fall of 2017 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 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 (key assignments, projects, portfolios, course work, student tests, etc.) 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 **1) provide and/or attach the direct measure** (key assignments, projects, portfolios, course work, student tests, etc.) you used to collect data, **THEN** **2) explain here** how it assesses the PLO:

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.

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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.
Please enter the number (#) of faculty members who participated in planning the assessment data **collection** of the selected PLO?

14

Q3.5.1.
Please enter the number (#) of faculty members who 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 and 56 randomly selected papers were evaluated as well.

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

To avoid selection bias, we always plan to assess all papers and presentations whenever possible.

Q3.6.2.
Please enter the number (#) of students that were in the class or program?

147

Q3.6.3.
Please enter the number (#) of samples of student work that you evaluated?

56 papers and 147 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 Student 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

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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, please enter 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:

[ ]

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(Remember: Save your progress)

Question 4: Data, Findings, and Conclusions

Q4.1.

Please provide tables and/or graphs to summarize the assessment data, findings, and conclusions for the selected PLO in **Q2.1** (see Appendix 12 in our Feedback Packet Example):

See attached

| 📎 critical thinking Rubric scores.pdf
11.78 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?

85-95% of our students achieved a score of 2 or above on criteria used to assess these PLO's.
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. Some of our students still come into our 145 class ill-prepared. Having said that, these numbers are a significant improvement over earlier assessments of these particular outcomes.

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

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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.

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

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

🔘 1. Yes, describe your plan:

These PLO's will be evaluted again in 2023.

○ 2. No
○ 3. Don't know

Q5.2.

To what extent did you apply **previous assessment results** collected through your program in the following areas?	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.

Q5.3. To what extent did you apply **previous assessment feedback** from the Office of Academic Program Assessment in the following areas?	1. Very Much	2. Quite a bit	3. Some	4. Not at All	5. N/A
1. Program Learning Outcomes	○	○	○	◉	○
2. Standards of Performance	○	○	○	◉	○
3. Measures	○	○	○	◉	○
4. Rubrics	○	○	○	◉	○
5. Alignment	○	○	○	◉	○
6. Data Collection	○	○	○	◉	○
7. Data Analysis and Presentation	○	○	○	◉	○
8. Use of Assessment Data	○	○	○	◉	○
9. Other, please specify:	○	○	○	○	◉

Q5.3.1.
Please share with us an example of how you applied **previous feedback** from the Office of Academic Program Assessment in any of the areas above:

N/A

(Remember: Save your progress)

Section 3: Report Other Assessment Activities

Other Assessment Activities

Q6.
If your program/academic unit conducted assessment activities that are **not directly related to the PLOs** for this year (i.e. impacts of an advising center, etc.), please provide those activities and results here:

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Q6.1.
Please explain how the assessment activities reported in **Q6** will be linked to any of your PLOs and/or PLO assessment in the future and to the mission, vision, and the strategic planning for the program and the university:

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, Competency, and Perspectives**
- ☐ 13. Ethical Reasoning
- ☐ 14. Foundations and Skills for Lifelong Learning
- ☐ 15. **Global Learning and Perspectives**
- ☐ 16. Integrative and Applied Learning
- ☐ 17. Overall Competencies for GE Knowledge
- ☑ 18. **Overall Disciplinary Knowledge**
- ☐ 19. **Professionalism**
- ☐ 20. Other, specify any PLOs not included above:

a. [_____]
b. [_____]
c. [_____]

Q8.

Please explain how this year's assessment activities help you address recommendations from your department's last program review?

Q9. Please attach any additional files here:

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📎 No file attached	📎 No file attached

Q9.1.

If you have attached **any** files to this form, please list **every** attached file here:

Section 4: Background Information about the Program

Program Information (**Required**)

Program:

(If you typed in your program name at the beginning, please skip to **Q11**)

Q10.

Program/Concentration Name: [skip if program name is already selected or appears above]

BA Economics

Q11.

Report Author(s):

David Lang

Q11.1.

Department Chair/Program Director:

David Lang

Q11.2.

Assessment Coordinator:

Suzanne O'Keefe

Q12.

Department/Division/Program of Academic Unit (select):

Economics

Q13.
College:
College of Social Sciences & Interdisciplinary Studies

Q14.
What is the total enrollment (#) for Academic Unit during assessment (see Departmental Fact Book):
498

Q15.
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:

Q16. Number of **undergraduate degree programs** the academic unit has?
1

Q16.1. List all the names:

BA Economics

Q16.2. How many concentrations appear on the diploma for this undergraduate program?
0

Q17. Number of **master's degree programs** the academic unit has?
1

Q17.1. List all the names:

MA Economics

Q17.2. How many concentrations appear on the diploma for this master's program?
0

Q18. Number of **credential programs** the academic unit has?
0

Q18.1. List all the names:

Q19. Number of **doctorate degree programs** the academic unit has?

0

Q19.1. List all the names:

When was your **Assessment Plan**...	1. Before 2012-13	2. 2013-14	3. 2014-15	4. 2015-16	5. 2016-17	6. 2017-18	7. No Plan	8. Don't know
Q20. Developed?	●	○	○	○	○	○	○	○
Q20.1. Last updated?	○	○	●	○	○	○	○	○

Q20.2. (Required)
Please **obtain** and **attach** your latest **assessment plan**:

🔗 **No file attached**

Q21.
Has your program developed a **curriculum map?**
- ● 1. Yes
- ○ 2. No
- ○ 3. Don't know

Q21.1.
Please **obtain** and **attach** your latest **curriculum map**:

🔗 No file attached

Q22.
Has your program indicated explicitly in the curriculum map where assessment **of student learning** occurs?
- ○ 1. Yes
- ○ 2. No
- ● 3. Don't know

Q23.
Does your program have a capstone class?
- ● 1. Yes, specify:

Econ 145
- ○ 2. No
- ○ 3. Don't know

Q23.1.
Does your program have a capstone project(s)?

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

(**Remember**: **Save your progress**)

Save When Completed!

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Critical Thinking Rubric for Economics
Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
GOAL 2 *Demonstrate the ability to employ the "economic way of thinking"*	Research question is stated clearly and evaluated comprehensively using economic concepts or models. Alternative viewpoints are considered and questioned thoroughly.	Research question is stated clearly and evaluated using economic concepts or models. Alternative viewpoints are considered and questioned.	Research question is stated and evaluated using some economic concepts or models. Alternative viewpoints are mentioned, but not questioned.	Research question is stated with some discussion of economic concepts or models. Alternative viewpoints are not considered.
GOAL 10 *Recognize underlying assumptions in economic model*	Thoroughly analyzes assumptions and carefully evaluates context when presenting information.	Identifies assumptions and evaluates context when presenting information.	Identifies some assumptions and considers context when presenting information.	Begins to identify some assumptions and contexts when presenting information.
GOAL 10 *Present viewpoints and alternative hypotheses on economic issues*	Hypothesis is imaginative, taking into account the complexities of the research question. Limitations are acknowledged. Others' points of view are synthesized within the project.	Hypothesis takes into account the complexities of the research question. Limitations are acknowledged. Others' points of view are considered.	Hypothesis acknowledges alternative approaches to the research question.	Hypothesis is stated, but does not acknowledge alternative approaches to the research question.

Critical Thinking Values Rubric
Table for Assessing Goals 2 and 10 from Econ 145 Final Papers

	Capstone 4	Milestones		Benchmark 1	Total (n=56) % meeting standard
		3	2		
Demonstrates the ability to employ the "economic way of thinking"	17.9%	30.4%	46.4%	5.4%	94.6%
Recognizes underlying assumptions in economic model	16.1%	30.4%	39.3%	14.3%	85.7%
Presents viewpoints and alternative hypotheses on economic issues	14.3%	48.2%	32.1%	5.4%	94.6%