

# Academic Program Review MA Economics

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**APROC Recommendation to Faculty Senate**

**MA Economics**

**11/20/2020**

The Academic Program Review Oversight Committee (APROC) affirms that the Department of Economics has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the MA Economics. APROC recommends that the next program review be scheduled for six years from Faculty Senate approval; or, should the College of Social Sciences and Interdisciplinary Studies decide to schedule a college-wide program review, the next program review will occur at that time.

APROC Chair: Jeffrey Brodd, Professor of Humanities and Religious Studies

## **Economics Self Study**

**Date: 12/31/2019**

**Date of Last Review: Self Study 2004--Program Review Recommendations received 2008**

**Department: Economics**

### **Mission:**

The Bachelor of Arts Program in Economics seeks to help its major students to be successful in their vocational pursuits, participate as useful members of society, and enjoy rewarding personal lives. To fulfill this basic mission, the department of economics gives students a strong foundation in core economic concepts and theory. Students apply these skills to domestic and international social issues and policies in core courses and field courses. Students develop quantitative reasoning skills by analyzing economic models and data. Students must also learn to express their thoughts orally and in written work. Cooperative learning is encouraged, as students often work together on homework, projects, and presentations.

The Master of Arts program in Economics is designed to develop the analytical skills and reflective capacities required to think clearly and coherently about economic matters and to apply skills and knowledge effectively to problem areas. The program seeks to prepare students for careers in all fields of applied economics. The department offers coursework and supervised study in economic theory, quantitative analysis, and a number of other fields of interest. The department maintains relationships with the California state government and many private organizations in the Sacramento area. Recent graduates of the master's degree program have gone on to jobs at all levels of government and to careers in labor unions, banks, manufacturing corporations, and other private organizations.

We offer two upper division and two lower division General Education courses. Introduction to Microeconomic Analysis and Introduction to Macroeconomic Analysis develop a strong foundation in basic economic concepts. An emphasis is placed on relating economic concepts to real world situations and drawing connections between economic theory and decision-making. Economics of Racism is an upper division course that introduces students to major social issues of the contemporary era. European Economic History is a course in humanities that offers an economic perspective on world civilizations.

### **Degree Programs:**

Bachelor of Arts in Economics (initiated in 2019, last reviewed in 2004/2008)

Master of Arts in Economics (initiated in 2019, last reviewed in 2004/2008)

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## **1 Department Context**

### **1.1 Major structural changes since last review (new, moved, or discontinued minors, concentrations, degrees, etc.)**

#### **1.1.1 B.A. Changes**

Since our last review, the Department of Economics added a Pre-Major, requiring students to successfully complete Econ 1A, 1B, Math 24, and Stat 1 with a C or better, and maintain at least a 2.0 GPA, prior to declaring the Economics Major.

Math 24 Modern Business Math (or a more advanced course in Calculus) was added as a lower division requirement and prerequisite to most upper division Economics courses.

The Department added Econ 138 Monetary and Fiscal Policy, Econ 153 Health Economics, Econ 161 Fundamentals of Game Theory, and Econ 196E Behavioral and Experimental Economics to elective course offerings.

#### **1.1.2 M.A. Changes**

Since the last review, the Department of Economics has moved the graduate program towards a more applied focus. To do so, we fortified our graduate students' mathematics skills with a new core class ECON 200M Mathematics for Economists, switched ECON 241 Applied Econometric Analysis from a third semester offering to a first semester offering, and changed ECON 200C Advanced Applied Economics from a theoretical focus to advanced applied methods focus. To make room for ECON 200M, we changed ECON 265 Cost Benefit Analysis from a core requirement to an elective offering. We have also added two graduate-level elective courses: ECON 213 U.S. Economic Development in Historical Perspective as well as ECON 263 Food Economics.

Lastly, since our last review we eliminated the project option as a culminating experience. All of our students now must complete a thesis as their culminating experience.

### **1.2 Actions Items from and progress made since last review.**

The Department has 15 full time tenured and tenure track faculty. Since the last review, the Department hired 11 faculty and lost 16 full time tenured and tenure track faculty. Seven faculty retired, and nine left for other career opportunities. More than half of the current faculty were not members of the department during the last review, and all but one was in their first three years in the department at the time of the review.

<b>Current Faculty</b>	<b>Retirements</b>	<b>Departures</b>
Bass**	Calandri	Bodvarsson* (Dean of SSIS)
Burghart**	Gutowsky	Corcoran
Chalmers**	Henry	Howell
Dube	Kerby	Kiesel*
Ford**	Polkinghorn	Klein*
Gallet	Sexton	Kroll
Kaplan	Yang	Onur*
Lang		Perez (Retreat rights, internal to CSUS)
Li**		Wooster
O'Keefe		
Siegler		*Hired and departed since last review
Tadle**		
Van Gaasbeck		
Wang**		
Zhou**		
**Hired since last review		

At the time of our last review, 189 students majored in Economics. In recent years, we have maintained approximately 650 undergraduates majoring and pre-majoring in Economics. Students who are not admitted to the Business degree program (because their GPA is below the Business School cut off) often opt to major in Economics. This massive increase in interest in the Economics major was a primary impetus to establish the pre-major in Economics.

### **1.2.1 Recommendations from 2004/2008 Program Review**

Note: Our prior Program Review took place in 2004, but we did not receive the recommendations until 2008.

#### ***Recommendation 1: Ongoing Assessment of Alumni***

The external consultant recommended the establishment of a survey of alumni two years after graduation. We have no objections to this recommendation and believe that more information is preferred to less. Although alumni are currently surveyed, it is not explicitly done so two years after each major has graduated. We would be willing to discuss this with the Office of Institutional Research (OIR) to see if this is a possibility.

Recommendation 1 also cites previous alumni surveys identifying Department weaknesses in terms of “computer/technology skills . . . exposure to graduate school choices . . . advising, internship opportunities, and information on career choices.”

In 2004/2008, the Program Review Team stressed that this “information is dated” and we agree with this assessment. In fact, much of this information is from over a decade ago. Many of our classes are now taught in computer labs, and Economics 140, which is now a required class for all majors, includes emphasis in these areas as well. The Catalog description for Economics 140 consists of an “examination of the basics of conducting quantitative economic analysis. Included are basic concepts and methods of data analysis and research. Students will examine economic data using spreadsheets, will develop presentation skills, and be introduced to career opportunities.” Finally, we have an established advising system (discussed under Recommendation 3 below) and improved our internship program (discussed under Recommendation 5 below).

It is our hope and expectation that future alumni surveys will no longer cite these factors as Department weaknesses.

***Recommendation 2: Addition of Quantitative and Theory Courses***

Since the last review, Math 24 Modern Business Math was added as a required course for all majors. Economics 140 Quantitative Economic Analysis and Statistics 1 are required of all majors. We have also introduced other quantitative and theory courses including Economics 138: Monetary and Fiscal Policy, and Economics 161: Fundamentals of Game Theory. For students who opt for a more challenging Calculus course, Math 26A (Calculus for the Social and Life Sciences) or Math 30 (Calculus I) count as elective courses in our major. Finally, some of our best undergraduate students have enrolled in Economics 200M: Mathematics for Economists, a required graduate-level course for our Masters students.

***Recommendation 3: Development of an Advising Handbook***

Our advising system consists of four faculty dedicated to advising each academic year. Advisors serve a two-year term and there are two new and two continuing advisors each year. The purpose of staggering terms is so that information passes from seasoned to new advisors. In addition, the Advising Committee regularly meets to discuss any changes in the program requirements and how that influences student advising.

After several years of having this system in place, we have many Department members who are knowledgeable of Department and University policies, and we believe that this information has been shared widely among faculty. Online tools have improved effectiveness of advising, and a handbook is unnecessary given the current resources online.

***Recommendation 4: Maintain and Support the Program's Student Association***

Prior to the Program Review in 2004, the Department restarted the Student Economics Association (SEA). In recent years, the scope and activities of the SEA have expanded tremendously. Each year, several social events are sponsored by the SEA (bowling, skating, etc.), and many guest speakers have been invited to campus. In addition, the SEA has also provided students with graduate school and job market advice by fostering connections with state agencies and the business community (see Recommendation 5 below).

***Recommendation 5: Establish an Industry/Government Advisory Committee***

Our Department has decided not to establish an advisory committee. The Department already networks with members of the business community in a variety of ways. We believe an advisory committee would be too costly in terms of dollars and time. In addition, other departments on campus do not defer to advisory committees prior to making curricular or programmatic decisions.

Another important way for faculty and students to interact with the business community is through the Student Economics Association (SEA). A faculty member, in coordination with the organization's student leaders, devises activities that promote increased student awareness of both additional educational opportunities as well as career opportunities for economics majors. This awareness is achieved by inviting speakers from local businesses, graduate schools, and government organizations to speak about how students can put their degree to use once they leave Sacramento State. In addition, the SEA has also hosted a resume workshop and encourages its members to take advantage of the career counseling opportunities afforded by the University. In addition to these formal events, some of our adjunct faculty work for government agencies, such as the Departments of Finance and Energy, and informally connect our students with job opportunities.



The Department also provides a course release to the Vice Chair, who works closely with students and the Career Center on campus, to provide meaningful internship and career opportunities for our students.

In sum, we believe we meet the goals of an advisory committee through other means.

***Recommendation 6: Undertake Efforts to “Market” the Economics Minor***

Impaction in the Business School has eliminated the need to undertake efforts to increase the number of majors. Though the minor program is still relatively small, our classes are full, and adding additional minors would make it more difficult for our majors to obtain the courses they need to graduate. “Marketing” efforts are now made to encourage exceptional students to choose Economics, and to pursue graduate work in Economics.

***Recommendation 7: Explore the Potential of Developing a Public Economics Concentration***

Given our proximity to the State Capitol, and the fact that several faculty members have an interest and expertise in public economics, this recommendation is based on sound reasoning. However, this simply isn’t feasible for us now or in the foreseeable future given our budgetary and staffing limitations.

In Fall 2004, when the external consultant visited the Department, only 4 percent of the Department’s weighted teaching units (WTUs) were taught by lecturers. In contrast, by Fall 2007, 37 percent of our WTUs were taught by part-time lecturers, and in 2016-17, 39 percent of WTUs were taught by part-time faculty.

Our “Student Handbook,” however, provides listing of elective course groupings for students interested in particular careers or graduate study. These groupings include electives for “Careers in Federal, State, or Local Government,” “Careers in Banking and Finance,” “Careers in Education,” “Graduate Study in Economics,” “Graduate Study in Business,” and “Graduate Study in Law.” Our curriculum provides seven elective courses for students interested in careers in federal, state, or local government.

While, in many ways, we already offer an informal concentration in Public Economics, we are reluctant to make such a concentration explicit.

***Recommendation 8: Retention of Faculty***

We agree that this has been and will continue to be a serious concern. Since the last review, nine tenured and tenure-track professors in our Department have moved on to other career opportunities. In addition, we have had seven faculty retire, and number of majors more than triple (344% increase). As a result, our reliance on part-time faculty has increased dramatically.

With the increased workloads for full-time faculty, along with pay that is still substantially below market rates compared to Economics faculty at similar institutions, the Department faces extreme challenges. We would welcome any relief in this area, in terms of competitive salaries at all ranks. For a description of comparable salaries, please see [Appendix D](#).

***Recommendation 9: Use the Capstone Course for Program Assessment***

We have been using our capstone course, Economics 145: Economic Research Methods, for program assessment for many years, including prior to the Program Review. Since our last program review, we have adopted VALUE rubrics for assessment of written and oral communication, and developed departmental rubrics for assessment of Economic Theory, Institutions and Limitations, Critical Thinking, and Quantitative Skills. Faculty assess student papers and presentations from Economics 145 every semester, focusing on a

specific set of learning outcomes each calendar year. Each student at the end of Economics 145 also fills out an, "Exit Questionnaire for Graduating Seniors in Economics." This survey has provided the Department with valuable information and we have every intention of continuing to use this survey for program assessment in the future.

## 2 Student Learning

### 2.1 Bachelors of Arts in Economics Program Learning Outcomes

Table 1: Goals and Outcomes of the Economics B.A. Program

<i>Program Goals</i>	<i>Program Learning Outcomes (PLOs)</i>
1. Develop the ability to explain core economic terms, concepts, and theories	1.1 Explain the function of markets and prices as allocative mechanisms
	1.2 Apply the concept of equilibrium to both microeconomics and macroeconomics
	1.3 Identify key macroeconomic indicators and measures of economic change, growth, and development
	1.4 Identify and explain the key concepts underlying comparative advantage
	1.5 Identify and explain major types of market failures
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
3. Demonstrate awareness of global, historical, and institutional forces	3.1 Assess the role of domestic and international institutions and norms in shaping economic outcomes
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
5. Recognize the role of ethical values in economic decisions	5.1 Distinguish between normative and positive economics
	5.2 Identify the limits of economic analysis
	5.3 Distinguish between efficiency and equity
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

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 inference	8.1 Recognize how to use the scientific 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
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

The department has adopted methods and rubrics for each Program Learning Outcome, as appropriate. We follow the schedule below to assess all program learning outcomes over a 5-year cycle. Data for assessing each goal is collected based on papers and presentations from the calendar year prior to assessment.

Goals to be Assessed	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
7, 8 & 9 Quantitative Skills	X					X				
6 Written & Oral Communication		X					X			
1 & 4 Economic Theory			X					X		
3 & 5 Institutions & Limitations				X					X	
2 & 10 Critical Thinking					X					X

### 2.1.1 Provide Data for each outcome (B.A)

The Department’s explicit standard of performance is, “We expect 100% of our students to achieve at least a score of 2 on the Written Communication and Oral Communication VALUE Rubrics, and Department Rubrics for Economic Theory, Institutions and Limitations, Critical Thinking, and Quantitative Skills.” In the table below, we report the share of Econ 145 papers and presentations judged to meet or exceed this requirement, since 2014.

2014

<b>% Proficient</b>	<b>Written Communication</b>
96.2%	Context and purpose of writing
82.7%	Content Development
88.5%	Genre and disciplinary conventions
92.3%	Sources and evidence
84.6%	Control of syntax and mechanics

<b>% Proficient</b>	<b>Oral Communication</b>
99.4%	Organization
93.2%	Language
86.3%	Delivery techniques
78.3%	Supporting evidence
81.4%	Central Message

2015

<b>% Proficient</b>	<b>Economic Theory</b>
77.8%	Identify Relevant Economic Theory
77.8%	Demonstrate Understanding of Theory
77.8%	Apply Theory to Contemporary Issue or Policy

2016

<b>% Proficient</b>	<b>Institutions and Limitations</b>
75.5%	Demonstrates awareness of global, historical, or institutional forces
75.5%	Recognizes the role of ethical values in economic decisions

2017

<b>% Proficient</b>	<b>Critical Thinking</b>
94.6%	Demonstrate the ability to employ the “economic way of thinking”
85.7%	Recognize underlying assumptions in economic model
94.7%	Present viewpoints and alternative hypotheses on economic issues

2018

<b>% Proficient</b>	<b>Quantitative Reasoning</b>
100.0%	Demonstrate quantitative reasoning skills.
95.5%	Calculate, present, and discuss descriptive statistics. Conduct a statistical analysis
88.6%	Demonstrate the ability to collect, process, and interpret data, including statistical inference.
97.7%	Demonstrate computer proficiency within economics

### **2.1.2 Provide Analysis for each outcome, including how to maintain success and improve learning. (B.A.)**

Results of assessment indicate broad success in areas of Written and Oral Communication, Critical Thinking, and Quantitative Reasoning. Areas for improvement include Economic Theory and Institutions and Limitations. Throughout our curriculum we strive to solidify students' understanding of economic theory, institutions, and limitations to economic reasoning. In Econ 145, we ask students to apply this understanding to their own unique research question and analysis. Some students struggle to apply theoretical models to their empirical analyses, and others fail to recognize the limitations of their analysis. As faculty, recognizing these challenges can help us address theory and limitations early in the curriculum, so that students can better convey these concepts in their final papers and presentations.

### **2.1.3 Provide a Data Summary Analysis for each outcome that relates to a BLG/GLO, including how to maintain success and improve learning. (B.A.)**

All outcomes above relate to the first Baccalaureate Learning Goal, Competence in the Discipline. Through Critical Thinking, Quantitative Reasoning, Economic Theory, Institutions and Limitations, and Written and Oral Communication, our graduates convey their competency in the field of Economics. Across all Learning Outcomes assessed, the average level of proficiency is 87.5%. The Department can continue to strive to reach all students so that they achieve to meet our expectations.

Economics also assesses Intellectual and Practical Skills, the third University BLG, through assessment of written and oral communication, critical thinking, and quantitative literacy. Across these Learning Outcomes, Economics students excel, with an average level of proficiency of 90.1%.

### **2.1.4 Summarize other relevant data and how it can be used to maintain success and improve learning (B.A.)**

Each semester, we administer a Graduating Senior Exit Questionnaire. Our students provide feedback on the program, their experiences regarding what they liked, and areas for improvement. Results from the scaled questions in Spring 2019 are provided below. When asked about experiences of various desirable aspects of our program, average student ratings fell between 1 and 2, where 1 is Usually, and 2 is Sometimes, 3 is rarely, and 4 is never. Almost all students felt that advanced economics courses usually built upon information acquired in previous courses, courses afforded opportunities to practice and develop analytical skills, and trained students to carry out research. Also, 96% of students replied that department advising was usually or sometimes helpful.

In free response comments, one common critique was that it was too difficult to get into core classes. It has been particularly hard to offer enough sections to meet student demand, as our number of majors has skyrocketed under Business impaction. As the number of majors has stabilized at a very high level, we have adjusted faculty schedules to open additional seats in upper division core courses.

Graduating Senior Exit Questionnaire Results, Spring 2019

Survey Results

1. Please respond to the following questions based on your experience in general as a major in economics, rather than your experience in any particular class. Use the following response scale to answer questions 1-16. A. Usually, B. Sometimes, C. Rarely, D. Never

1.1) My economics courses required me to use and to develop my communication skills.	Usually 56% 1 2 3 4 24% 20% 0% Never	n=25 av.=1.64 ab.=1
1.2) My economics courses offered opportunities for problem solving and critical thinking rather than just content acquisition.	Usually 76% 1 2 3 4 20% 4% 0% Never	n=25 av.=1.28 ab.=1
1.3) My economics courses emphasized the connections among theory, critical thinking, and the real world.	Usually 68% 1 2 3 4 28% 4% 0% Never	n=25 av.=1.36 ab.=1
1.4) My economics courses helped me to connect the course content to relevant questions for me and society.	Usually 64% 1 2 3 4 36% 0% 0% Never	n=25 av.=1.36 ab.=1
1.5) My economics courses encouraged me to explore questions of values and ethics related to economics.	Usually 52% 1 2 3 4 44% 4% 0% Never	n=25 av.=1.52 ab.=1
1.6) My advanced economics courses required me to use and build upon information I acquired in previous courses.	Usually 88% 1 2 3 4 12% 0% 0% Never	n=25 av.=1.12 ab.=1
1.7) 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.	Usually 72% 1 2 3 4 20% 8% 0% Never	n=25 av.=1.36 ab.=1
1.8) My economics courses afforded me opportunities to practice and develop writing skills.	Usually 52% 1 2 3 4 20% 28% 0% Never	n=25 av.=1.76 ab.=1
1.9) My economics courses afforded me opportunities to practice and develop computer skills.	Usually 60% 1 2 3 4 12% 20% 8% Never	n=25 av.=1.76 ab.=1
1.10) My economics courses afforded me opportunities to practice and develop oral communication skills.	Usually 56% 1 2 3 4 12% 28% 4% Never	n=25 av.=1.8 ab.=1

1.11) My economics courses afforded me opportunities to practice and develop analytical skills.		n=24 av.=1.29 ab.=1
1.12) My economics courses trained me to design and carry out research: forming hypotheses, testing hypotheses with data, and deriving empirical results.		n=25 av.=1.24 ab.=1
1.13) The feedback I received from my economics instructors on exams, papers, and other assignments helped me to improve my performance in my classes.		n=25 av.=1.4 ab.=1
1.14) During my major career, I consulted an advisor.		n=25 av.=1.68 ab.=1
1.15) Advising that I received in the Economics Department was helpful.		n=25 av.=1.28 ab.=1
1.16) The Department courses schedule accommodated my own scheduling needs.		n=23 av.=1.74 ab.=3

**2.1.5 Provide Updated Comprehensive Assessment Plan for each degree Program (<https://www.calstate.edu/app/documents/Program-Assessment-Plan-Template.docx>)**

**BA in Economics Comprehensive Assessment Plan: See [Appendix A](#).**



## 2.2 Masters of Arts in Economics Program Learning Outcomes

### Graduate Learning Objectives and Program Learning Outcomes

The Department of Economics graduate learning objectives and program learning outcomes (PLOs) represented below shall form the basis for our annual assessment plan and future academic program review.

The PLOs listed below are designed with the goal of placing our students into post-degree positions in secondary education, non-profits, business and consulting, government and private agencies, and other fields that draw on the knowledge and skills of graduates with an MA in Economics.

We have also aligned these objectives and goals with the institutional Graduate Learning Goals, which include

1. Disciplinary knowledge: Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.
2. Communication: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.
3. Critical thinking/analysis: Demonstrate the ability to be creative, analytical, and critical thinkers.
4. Information literacy: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.
5. Professionalism: Demonstrate an understanding of professional integrity.
6. Intercultural/Global Perspectives: Demonstrate relevant knowledge and application of intercultural and/or global perspectives.

Table 2: Goals and Outcomes of the Economics M.A. Program

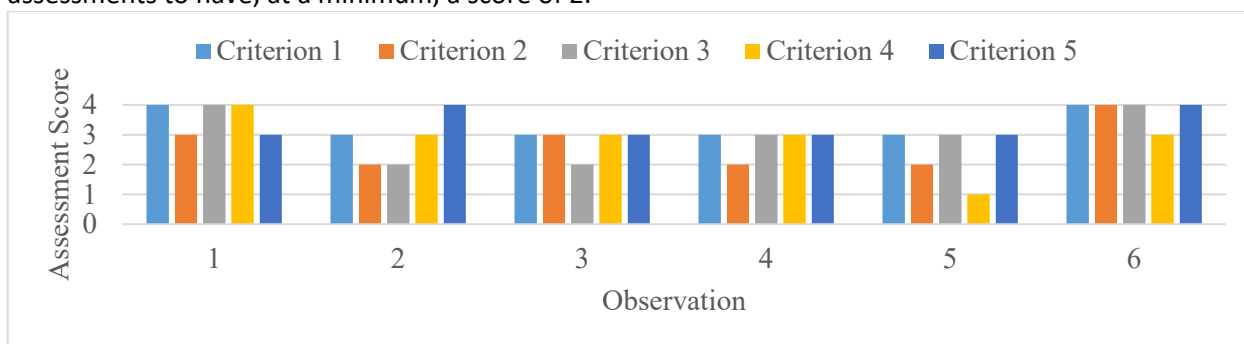
<b>Graduate Learning Objectives</b>	<b>Program Learning Outcomes</b>	<b>Institutional Graduate Learning Goals</b>
<i>1. Develop an advanced understanding of microeconomic and macroeconomic theory</i>	<i>1.1 Understand the foundations, basic framework, and complexity of microeconomic and macroeconomic theory</i>	<i>1. Disciplinary knowledge 4. Information literacy</i>
	<i>1.2 Recognize the contribution and limitations of traditional theories</i>	<i>1. Disciplinary knowledge 4. Information literacy</i>
	<i>1.3 Explore newer economic theories and modeling of more complex situations</i>	<i>1. Disciplinary knowledge 4. Information literacy</i>
	<i>1.4 Apply introduced theories in a discussion of research interests</i>	<i>1. Disciplinary knowledge 3. Critical thinking/analysis 4. Information literacy</i>
<i>2. Demonstrate the ability to apply econometric methods</i>	<i>2.1 Use basic regression analysis, estimation, and/or forecasting</i>	<i>1. Disciplinary knowledge 4. Information literacy</i>
	<i>2.2 Express economic theory in the form of econometric models</i>	<i>1. Disciplinary knowledge 2. Communication 4. Information literacy</i>
	<i>2.3 Use econometric techniques in economic research settings</i>	<i>1. Disciplinary knowledge 4. Information literacy</i>
<i>3. Develop an in-depth understanding of one</i>	<i>3.1 Read and discuss research articles in chosen field of interest.</i>	<i>1. Disciplinary knowledge 2. Communication, 3. Critical thinking/analysis</i>

<i>research field of interest within economics</i>		<i>4. Information literacy</i>
	<i>3.2 Understand the current state of knowledge in this research field.</i>	<i>1. Disciplinary knowledge 2. Communication 4. Information literacy</i>
	<i>3.3 Confidently discuss important findings and limitations of existing research</i>	<i>1. Disciplinary knowledge 2. Communication 3. Critical thinking/analysis 4. Information literacy 5. Professionalism</i>
<i>4. Engage in and conduct economic research</i>	<i>4.1 Identify and clearly state a Master's thesis topic</i>	<i>1. Disciplinary knowledge 2. Communication 3. Critical thinking/analysis 4. Information literacy 5. Professionalism</i>
	<i>4.2 Analyze stated topic using relevant modeling techniques</i>	<i>1. Disciplinary knowledge 2. Communication 3. Critical thinking/analysis 4. Information literacy 5. Professionalism</i>
<i>5. Demonstrate the ability to communicate within the discipline</i>	<i>5.1. Apply both oral and written communications skills within the discipline to present research findings</i>	<i>1. Disciplinary knowledge 2. Communication 3. Critical thinking/analysis 4. Information literacy 5. Professionalism</i>

These learning objectives and outcomes are addressed in most of the courses in our curriculum. The curriculum map below provides the connections between these courses and the objectives and outcomes.

### 2.2.1 Provide Data for each outcome (M.A)

Figure 1. Scores for the 6 **entry-level** assessments by criterion. The department standard is for all entry-level assessments to have, at a minimum, a score of 2.



Note: Scores range from 0 to 4 corresponding to the writing assessment rubric.

Figure 2. Scores for the 6 **intermediate-level** assessments by criterion. The department standard is for all entry-level assessments to have, at a minimum, a score of 2, and exit-level assessments to have, at a minimum, a score of 3 on the writing assessment rubric criteria.

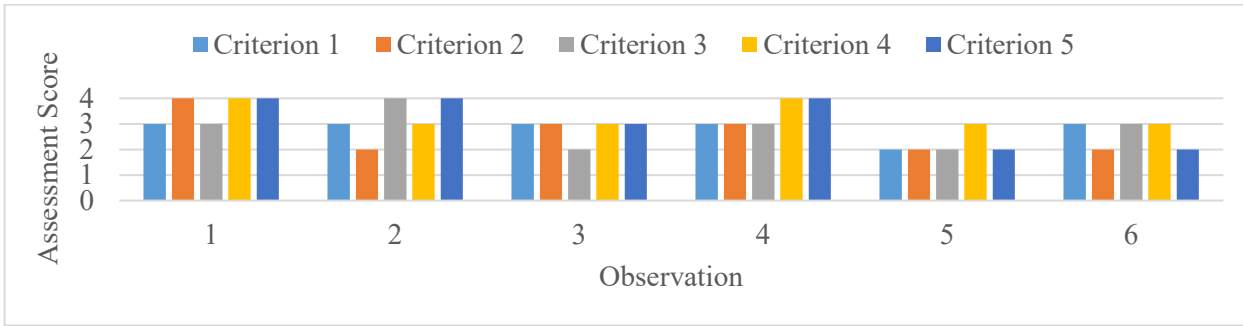


Figure 3. Scores for the 6 **exit-level** assessments by criterion. The department standard is for all exit-level assessments to have, at a minimum, a score of 3.

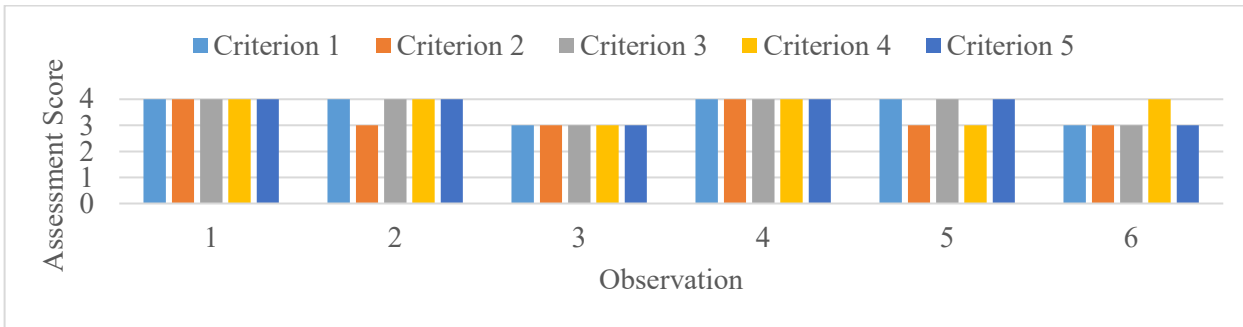


Table 1. Average and tabulated scores for **entry-level** assessment of program outcome.

	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Average
average	3.33	2.67	3.00	2.83	3.33	3.03
Scores of 1	0.00	0.00	0.00	<b>1.00</b>	0.00	0.03
Scores of 2	0.00	3.00	2.00	0.00	0.00	0.17
Scores of 3	<b>4.00</b>	<b>2.00</b>	<b>2.00</b>	<b>4.00</b>	<b>4.00</b>	0.53
Scores of 4	<b>2.00</b>	<b>1.00</b>	<b>2.00</b>	<b>1.00</b>	<b>2.00</b>	0.27

Note: Red and bolded scores are below the department standard. Black and bolded scores exceed the department standard.

Table 2. Average and tabulated scores for **intermediate-level** assessment of program outcome.

	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Average
average	2.83	2.67	2.83	3.33	3.17	2.97
Scores of 1	0.00	0.00	0.00	0.00	0.00	0.00
Scores of 2	1.00	3.00	2.00	0.00	2.00	0.27
Scores of 3	5.00	2.00	3.00	4.00	1.00	0.50
Score of 4	<b>0.00</b>	<b>1.00</b>	<b>1.00</b>	<b>2.00</b>	<b>3.00</b>	0.23

Table 3. Average and tabulated scores for **exit-level** assessment of program outcome.

	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Average
average	3.67	3.33	3.67	3.67	3.67	3.60
Scores of 1	0.00	0.00	0.00	0.00	0.00	0.00
Scores of 2	0.00	0.00	0.00	0.00	0.00	0.00
Scores of 3	2.00	4.00	2.00	2.00	2.00	0.40
Score of 4	<b>4.00</b>	<b>2.00</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	0.60

## 2.2.2 Provide Analysis for each outcome, including how to maintain success and improve learning. (B.A.)

### *Assessment Data Summary and Evaluation 2017*

Overall, we found all but one observation met or exceeded the department's expectations for all criteria across all assessment levels. We also observe growth in written communication from entry-level to the exit-level as assessment scores improved across all criteria. In addition, the faculty-provided comments primarily focused on how we gather evidence for the assessment. For these reasons, we do not see a need to consider changes to the program to achieve this PLO. However, we will ultimately need to re-evaluate this PLO after we assess oral communication, which will follow in the next assessment cycle.

As noted above, for each level we obtained 6 observations (2 items per faculty member completing assessment (3)). The final research papers from ECON 241 are used for the entry-level assessment, the final papers from ECON 200C are used for intermediate-level assessment, and completed theses are used for the exit-level assessment of written communication (PLO 5.1). Figures 1 through 3 show the scores for each observation from each assessment level. Tables 1 through 3 provide average scores and tabulation of scores across the 6 observations for each assessment level. We observe when comparing scores at the different levels only one instance arises where the department standard is not met, corresponding to a response to the entry-level assessment of criterion 4 on sources and evidence. We also see minimal differences, on average, between the entry-level assessment and intermediate-level assessment. However, we do note improvement between the entry-level assessment and the intermediate-level assessment in so far as the number of observations that meet or exceed the exit-level standard, on average, increases from 2 to 3 (out of 6). In the exit-level assessment, all observations meet or exceed the standard set by the department for all criteria. Looking across criteria, most observations across all assessment levels were scored the lowest on criteria 2 and 3. Although department expectations are apparent from this assessment, future discussion may consider how we can improve student attainment of these outcomes at a higher-level.

Looking more closely at the scoring we find in Table 1, in addition to the one observation falling below the department standard, 5 other responses were scored at the standard for this entry-level. It is encouraging to see a majority (80%) of responses are above the entry-level expectation. The average score across these entry-level assessment observations is 3.03, which is above the exit-level expectation. As mentioned above, the intermediate-level assessment shows similar results except none of the score fall below a 2 (see Table 2). Further, most (73.4%) of the responses are at, or above, a 3. The average score is a 2.97, just slightly below the entry-level assessment average score and the department exit-level expectation. Turning to Table 3, we see that all observations in the exit-level assessment were scored at or above a 3 for the 5 different assessment criteria. Sixty percent of the scores were marked as 4. The average for these observations is a 3.6 -clearly a noticeable difference from the earlier assessments.<sup>1</sup>

<sup>1</sup> This difference is not statistically tested given the small sample size.

### *Recommendation 2017*

This assessment provides a baseline for our future assessment of this PLO. We are encouraged by the current level of achievement as illustrated by the evidence. We do note, however, that attention on issues related to criteria 2 and 3 (content development, and genre and disciplinary conventions) should be discussed in the near future as the entry-level and intermediate level assessment suggests students are not as strong in these areas as in the others. At the time of exit, student work meets or exceeds the department expectation. As such, we do not recommend program changes at this time. We feel the growth that we see and the ultimate success of our students provides a very strong indication that the program is achieving the written portion of the assessed PLO. In addition, assessment of the oral communication component of this PLO in the next cycle may lead us to re-consider changes to the program to achieve the stated-PLO. Furthermore, we will have an opportunity in the upcoming academic year to conduct Program Review for our MA in Economics program. The insights we gain from this review will also inform changes that we can make to assess our graduate learning objectives and program learning outcomes and how we might ensure further success in achieving our stated expectations in the future.

### **2018**

Completed Assessment of Institutional Graduate Learning Goal # 2 (Oral Communication) Data for this assessment were gathered from faculty members attending final presentations in ECON 241 (Applied Econometric Analysis) and from two thesis oral defenses. Each faculty member assessed each 241 presentations for a total of 14 observations. Each presentation was scored using the Oral Communication Value Rubric provided by the Association of American Colleges and Universities. The data are summarized below. As noted above, due to scheduling and time constraints, we were only able to assess PLO 5.1 using completed written work in the designated courses. In the upcoming assessment cycle, we will complete an assessment of the oral communication component of this PLO.

#### *Assessment Data Summary and Evaluation*

Overall, we found all but 3 instances in which the assessment criterion score met or exceeded the department's expectations. Those 3 instances were in ECON 241, our entry level assessment. Fortunately, we also observe growth in oral communication from entry-level to the exit-level as assessment scores for the two theses met or exceed department expectations for exit-level goals. We also see encouraging results for the entry-level assessment in that over 47% of the observations meet or exceed the department expectation for our exit-level assessment.

Table 2.4. Average and tabulated scores for assessment of Institutional Learning Goal 2 (Communication)/Economic Department PLO 5.1 for ECON 241 Presentations.

	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Average
average	2.43	2.43	2.50	2.43	2.43	2.44
Scores of 4	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	0.20
Scores of 3	<b>6</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>7</b>	6.40
Scores of 2	8	8	5	7	6	6.80
Scores of 1	0	0	<b>1</b>	<b>1</b>	<b>1</b>	0.60

Note: Red and bolded scores are below the department standard. Black and bolded scores exceed the department standard.

Table 2.5. Average and tabulated scores for assessment of Institutional Learning Goal 2 (Communication)/Economic Department PLO 5.1 for ECON 500 Presentations.

	Criterion 1	Criterion 2	Criterion 3	Criterion 4	Criterion 5	Average
average	3.50	3.50	3.50	3.00	3.50	3.40
Scores of 4	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	0.80
Scores of 3	1	1	1	2	1	1.20
Scores of 2	0	0	0	0	0	0.00
Scores of 1	0	0	0	0	0	0.00

Note: Bolded scores exceed the department standard.

### *Recommendation 2018*

This assessment provides a baseline for our future assessment of the Oral Communication PLO. We are encouraged by the current level of achievement as illustrated by the evidence. We do note, however, that although over 96% of the observations met or exceeded department expectations, deficiencies were identified across criteria 3, 4, and 5. Early in fall 2018, the graduate committee will meet, discuss, and design a process for improving overall achievement in this PLO. Among those ideas is to connect the learning goals more explicitly to course content, specifically the graduate program syllabi. Providing explicit details on the goals would be a potential first step toward achieving greater student achievement and subsequent interactions to adapt goals to reflective of evolving department expectations and student demands. Furthermore, we will have an opportunity in the upcoming academic year to conduct Program Review for our MA in Economics program. The insights we gain from this review will also inform changes that we can make to assess our graduate learning objectives and program learning outcomes and how we might ensure further success in achieving our stated expectations in the future.

### **2.2.3 Provide a Data Summary Analysis for each outcome that relates to a BLG/GLO, including how to maintain success and improve learning. (M.A.)**

Each PLO relates directly to a University GLO. The analysis above explains how we intend to maintain success and improve learning to meet all GLOs.

### **2.2.4 Summarize other relevant data, and how it can be used to maintain success and improve learning**

Not applicable to the M.A. in Economics.

### **2.2.5 Provide Updated Comprehensive Assessment Plan for each degree Program (<https://www.calstate.edu/app/documents/Program-Assessment-Plan-Template.docx>)**

**MA in Economics Comprehensive Assessment Plan: See [Appendix B](#).**

### 3 Student Success

#### 3.1 Provide Admission Data disaggregated by gender and ethnicity for each program.

Data received from Institutional Research, Effectiveness, and Planning.

Table 3.1.1: BA Admission Data

Major/Ethnicity	Spring 2019				Fall 2019			
	Female		Male		Female		Male	
Admission Status	APPL	MATR	APPL	MATR	APPL	MATR	APPL	MATR
<b>Economics (Pre-Major)</b>	<b>18</b>	<b>9</b>	<b>59</b>	<b>34</b>	<b>95</b>	<b>31</b>	<b>266</b>	<b>59</b>
American Indian								
Asian	6	2	15	10	22		66	13
Black	1	1	5	2	1	1	13	5
Hispanic/Latino (any race)	5	2	14	5	31	9	71	12
Non Resident Alien			3	2	9	7	17	5
Pacific Islander	1				2	2		
Two or More Races			2	2	3		14	3
Unknown	1	1	2	2	4	2	13	2
White	4	3	18	11	23	10	72	19

Table 3.1.2: MA Admission Data (MA and Conditional Admissions)

Major/Ethnicity	Spring 2019				Fall 2019			
	Female		Male		Female		Male	
Admission Status	APPL	MATR	APPL	MATR	APPL	MATR	APPL	MATR
<b>Economics MA</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>8</b>	<b>5</b>
American Indian								
Asian							1	1
Black								
Hispanic/Latino (any race)	2	2	1	1			2	2
Non Resident Alien	1	1			1	1	2	
Pacific Islander								
Two or More Races								
Unknown					1	1		
White					1		3	2

### 3.2 Provide Retention Data disaggregated by gender and ethnicity for each program.

Data received from Institutional Research, Effectiveness, and Planning.

Table 3.2.1: BA Retention Data—Fall 2014 and Fall 2019

Major/Ethnicity	Fall 2014		Fall 2019	
	Female	Male	Female	Male
<b>Economics BA &amp; Pre-major</b>	<b>117</b>	<b>291</b>	<b>139</b>	<b>403</b>
American Indian		1	0	1
Asian	31	53	39	106
Black	8	19	11	35
Hispanic/Latino (any race)	18	55	32	89
Non Resident Alien	5	7	9	13
Pacific Islander	1	4	4	1
Two or More Races	10	16	2	36
Unknown	17	36	8	18
White	27	100	34	104

Table 3.2.2: MA Retention Data—Fall 2014 and Fall 2019

Major/Ethnicity	Fall 2014		Fall 2019	
	Female	Male	Female	Male
<b>Economics MA &amp; Cond. Classified</b>	<b>7</b>	<b>21</b>	<b>6</b>	<b>7</b>
American Indian				
Asian	1	5		
Black		2		
Hispanic/Latino (any race)	1		3	2
Non Resident Alien	1		2	
Pacific Islander				
Two or More Races				
Unknown	1	5	1	
White	3	9		5



**3.3 Provide 4-year and 6-year Graduation Data disaggregated by gender and ethnicity for each program/concentration.**

Data received from Institutional Research, Effectiveness, and Planning.

Table 3.3.1: BA 4 Year and 6 Year Graduation Rates—for students who enter as Freshmen Economics majors

Major/Ethnicity	Fall 2014						Fall 2015					
	Female			Male			Female			Male		
	Cohort	4Y	6Y	Cohort	4Y	6Y	Cohort	4Y	6Y	Cohort	4Y	6Y
<b>Economics BA</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>13</b>	<b>1</b>	<b>7</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>16</b>	<b>3</b>	<b>0</b>
American Indian												
Asian							1	1		5	2	
Black				1			2			1		
Hispanic/Latino				3		2	2	2		4		
Non Resident Alien	1		1							1		
Pacific Islander												
Two or More Races												
Unknown				3		2				1		
White				6	1	3	1			4	1	

Cohort - Number of students at start of term

4Y - Students who graduated in 4 years

6Y - Students who graduated in 6 years (inclusive of those who graduated in 4 Years)

Table 3.3.2: BA 2 Year and 4 Year Graduation Rates—for students who enter as Transfer Economics majors

Major/Ethnicity	Fall 2015						Fall 2016						Fall 2017					
	Female			Male			Female			Male			Female			Male		
	C	2Y	4Y	C	2Y	4Y	C	2Y	4Y	C	2Y	4Y	C	2Y	4Y	C	2Y	4Y
<b>Economics BA</b>	<b>9</b>	<b>2</b>	<b>7</b>	<b>45</b>	<b>13</b>	<b>30</b>	<b>14</b>	<b>5</b>	<b>0</b>	<b>53</b>	<b>22</b>	<b>0</b>	<b>10</b>	<b>4</b>	<b>0</b>	<b>46</b>	<b>16</b>	<b>0</b>
American Indian													0	0		0	0	
Asian	2		2	12	3	6	2	1		10	4		2	0		8	2	
Black				3		1	1			5			0	0		3	0	
Hispanic/Latino	3		2	9	5	7	1			8	3		1	1		14	3	
Non Resident Alien	1	1	1	1		1	2			1			0	0		1	1	
Pacific Islander													0	0		0	0	
Two or More Races				3	1	2	1	1		2	2		0	0		2	1	
Unknown				6	3	4	1			3	1		2	1		2	0	
White	3	1	2	11	1	9	6	3		24	12		5	2		16	9	

C - Number of students at start of term

2Y - Students who graduated in 2 years

4Y - Students who graduated in 4 years (inclusive of those who graduated in 2 Years)

### 3.4 Provide analysis on Admission, Retention, and Graduation data, including how to maintain success and improve time to degree.

Tables below summarize graduation rates, based on the data received from Institutional Research, Effectiveness, and Planning.

Table 3.4.1: Graduation Rates for students who enter Sac State as Freshmen Economics Majors

Cohort Year	2012	2013	2014	2015	University	Cohort
Number in cohort	15	12	14	22		
4-year grad rate	46.7%	8.3%	7.1%	27.3%	20.3%	2015
6-year grad rate	60.0%	58.3%	57.1%		54.8%	2013

Table 3.4.2: Graduation rates for students who enter Sac State as Transfer Economics Majors

Cohort Year	2012	2013	2014	2015	2016	2017	University	
Number in Cohort	48	66	56	54	67	56		
2 year	33.3%	33.3%	39.3%	27.8%	40.3%	35.7%	42.2%	2017
4 year	75.0%	60.6%	66.1%	68.5%			77.1%	2015

Table 3.4.1 shows that in the most recent year, Economics Department 4-year graduation and 6-year graduation rates are above the University average. But because of the small number of students in each cohort, this number varies greatly from year to year. Table 3.4.2 shows that in the most recent year, the graduation rate for transfer students is just below the rate for the University—which rose significantly in the most recent year.

Between 2012 and 2016, the average annual number of Freshmen entering CSUS with an Economics major was 17, and Junior transfers averaged about 58. Yet, in the past few years, we have 550 to 600 students who are currently majoring in Economics. Most of our majors join the department as Juniors or Seniors by changing their major once they arrive at Sac State (many once they are not admitted to the impacted Business School program). The tables above show a small portion of how our students progress through the major and through Sac State.

Table 3.4.3 below, compiled from the CSU Success Dashboard shows that major enrollment has more than doubled since 2011, yet the share of students who are freshmen or sophomores is almost always below 10%. All University Retention and Graduation statistics are based on students’ declared majors when they enter the University, but a large majority of our students move into the Economics major from other majors on campus. Though most University data focuses on the small number of students who enter as Economics or Pre-Economics majors, we feel it is essential to examine characteristics of approximately 600 majors, rather than just admission, retention, and graduation data on 17 students.

Table 3.4.3: Student Level and Load Percentages

Year Term	Major Enrollment	Freshman	Sophomore	Junior	Senior	Post Bac
2011 – Fall	267	n<10	4%	35%	47%	10%
2012 – Spring	262	n<10	5%	31%	53%	10%
2012 – Fall	316	5%	6%	32%	48%	9%
2013 – Spring	332	5%	n<10	27%	60%	7%
2013 – Fall	411	4%	4%	30%	57%	4%
2014 – Spring	423	4%	4%	27%	60%	5%
2014 – Fall	436	4%	5%	28%	56%	6%
2015 – Spring	410	3%	4%	26%	62%	5%
2015 – Fall	449	7%	4%	28%	56%	5%
2016 – Spring	433	5%	4%	27%	59%	5%
2016 – Fall	489	5%	5%	28%	58%	3%
2017 – Spring	477	4%	5%	33%	54%	3%
2017 – Fall	529	3%	4%	35%	55%	2%
2018 – Spring	575	3%	5%	34%	54%	3%
2018 – Fall	568	4%	5%	33%	55%	3%

Table 3.4.4 Degrees Conferred (Department Factbook)

Degrees Conferred	2012-13	2013-14	2014-15	2015-16	2016-17
Economics BA	95	163	164	165	158
Number of majors	316	411	436	449	489
% Graduating each year BA	30.1%	39.7%	37.6%	36.7%	32.3%

Since 2013-14, the Department of Economics has conferred over 150 degrees per academic year. Around a third of our declared majors graduate each year. (see Table 3.4.4) This suggests that once students declare the Economics major, they move through required coursework relatively quickly, to complete their bachelor's degrees.

Table 3.4.5 presents gender and race/ethnicity percentages for our majors, from 2011 through 2018. Enrollment has more than doubled. The percent male is approximately 75%, and female is about 25%. We have observed a decrease in the share of students who are white, from about 40% to 27%, while percent Asian has risen from 22% to 25%, Latinx has risen from 14% to 24%, and African American has risen from 5% to about 8%. The department serves a diverse student body, and the share of underrepresented minority students has risen significantly in the past decade. During this decade the Department has taught more Economics majors and conferred more degrees per year, while serving a more diverse cohort of students than ever before.

Table 3.4.5: Gender and race/ethnicity

Year Term	Major Enrollment	Male	Female	White	Asian	Latino/a	African American	Other Ethnicity
2011 – Fall	267	75%	25%	39%	22%	14%	5%	21%
2012 - Spring	262	74%	26%	40%	20%	16%	5%	19%
2012 – Fall	316	71%	29%	40%	20%	16%	6%	18%
2013 - Spring	332	72%	28%	37%	23%	15%	6%	18%
2013 – Fall	411	74%	26%	33%	27%	16%	5%	18%
2014 - Spring	423	74%	26%	34%	26%	17%	5%	19%
2014 – Fall	436	72%	28%	34%	24%	18%	7%	17%
2015 - Spring	410	73%	27%	35%	24%	16%	7%	18%
2015 – Fall	449	74%	26%	32%	22%	19%	7%	19%
2016 - Spring	433	75%	25%	29%	25%	21%	6%	19%
2016 – Fall	489	75%	25%	31%	23%	21%	9%	16%
2017 - Spring	477	77%	23%	29%	25%	22%	10%	14%
2017 – Fall	529	77%	23%	28%	24%	25%	9%	14%
2018 - Spring	575	77%	23%	27%	26%	24%	7%	15%
2018 – Fall	568	76%	24%	27%	25%	24%	8%	16%

Table 3.4.6 presents graduation rates by race/ethnicity, based on data from Institutional Research, Effectiveness, and Planning, which includes only the small sample of transfer students entering the University as Economics majors. Tables were not created for freshmen students, as sample sizes by race/ethnicity are very small.

Table 3.4.6: 2-year transfer student graduation rates by race/ethnicity

2 year	F 2012	F 2013	F 2014	F 2015	F 2016	F 2017	Average
American Indian	100%						100%
Asian	50%	44%	29%	21%	42%	20%	34%
Black	50%	100%	17%	0%	0%	0%	28%
Hispanic/Latino	20%	15%	25%	42%	33%	27%	27%
Non Resident Alien	100%	100%	33%	50%	0%	100%	64%
Pacific Islander		100%	50%				75%
Two or More Races	0%	33%	0%	33%	100%	50%	36%
Unknown	0%	0%	25%	50%	25%	25%	21%
White	28%	26%	62%	14%	50%	52%	39%

Table 3.4.7: 4-year transfer student graduation rates by race/ethnicity

4 year	F 2012	F 2013	F 2014	F 2015	AVERAGE
American Indian	100%				100%
Asian	90%	69%	86%	57%	75%
Black	100%	100%	33%	33%	67%
Hispanic/Latino	40%	54%	42%	75%	53%
Non Resident Alien	100%	100%	67%	100%	92%
Pacific Islander		100%	50%		75%
Two or More Races	100%	100%	100%	67%	92%
Unknown	100%	0%	25%	67%	48%
White	68%	52%	90%	79%	72%

Graduation rates differ for students of different races and ethnicities, but for all groups, the rates vary significantly from year to year because of the small sample sizes.

### 3.5 If your program is impacted, summarize data and future impact plan.

Economics is not impacted, but has grown significantly since the Business School declared impactation. For years, the Department has been subject to the GPA cut off set by the Business School, seeing waves of rejected Pre-Business majors flood our office to declare an Economics major. Ironically, these students often earned low grades in our Pre-major, Econ 1A, 1B, Stat 1, Math 24, and that is why they were not accepted into the Business School. The Department of Economics admits them to the Economics major if they meet pre-major requirements of a C or better in the Pre-major courses, and a 2.0 GPA.

### 3.6 Summarize key partnerships for success (Advising, Writing Center, Library Student Success Center, Internship sites, etc.), and consider ways to better work together to maintain success and improve time to degree.

Our faculty are exceptional teachers and prolific scholars. However, more than that, we are dedicated service-providers to the University as well as to the College of SSIS and to the greater Sacramento region. Faculty research and expertise informs policy decisions at the state and local level. Here are just a few of our collaborative partnerships.

#### University Partnerships

- Joni Zhou and Ta-Chen Wang serve as Faculty Fellow Advisors for the College of SSIS Student Success Center. The Economics department has participated in the Faculty Fellows Program since its inception. The program provides integrative advising for economics majors. Faculty advisors receive training in university general education and graduation requirements in addition to the economics curriculum. When students meet an advisor, they can plan the coursework of their remaining semesters at Sacramento State, making this a one-stop shop for all students' advising needs. With the help of data and technology, the program also targets specific students for timely advising so they stay on track to timely graduation.
- Kristin Van Gaasbeck served as a General Education Advisor, sharing the knowledge she gained with Department faculty.

- Kristin Van Gaasbeck serves as Director of Liberal Studies which is a partnership with the credential program on campus and teachers throughout the region.
- Kristin Van Gaasbeck serves on the CSU Academic Senate, collaborating on systemwide concerns.
- Economics majors often serve as PARC tutors and Supplemental Instruction section leaders. PARC provides great experience for our top majors and helps students who need extra assistance in our courses.
- In addition, our own exceptional students can intern as Economics Tutors, through the Econ 198 course. These students offer free assistance to students struggling in introductory courses, in our tutoring room across from the Department Office.

#### Community Partnerships:

- Suzanne O'Keefe was an invited panelist at the Capitol for committee meetings on Enterprise Zones.
- Joni Zhou served on the West Sacramento Economic Development Advisory Commission.
- Mark Siegler served on the City of Davis Water Commission and Budget and Finance Committee.
- David Lang and Ta-Chen Wang served on the UC Davis Medical System's Community Advisory Board.
- Kristin Van Gaasbeck serves on the Board of Directors for the Sacramento Credit Union.
- Jonathan Kaplan collaborated with the Office of Water Programs (OWP) at CSUS as part of a USEPA-funded Environmental Finance Center as well as provided analysis of economic cost of Sacramento-San Joaquin Delta wetlands losses for the Sacramento Water Alliance.
- Jonathan Kaplan analyzed the economic consequence of converting oil rigs along the California coastline into artificial reefs for the Center for Sacramento Economic Research.
- Jonathan Kaplan is currently working with OWP to assist the Yuba Water Authority in prioritizing their flood management options.
- Jonathan Kaplan currently collaborates with OWP at the State Water Resource Control Board (SWRCB) to provide an economic impact assessment of residential water conservation standards mandated under AB 1668 & SB606.
- Jonathan Kaplan assisted colleagues from Humboldt State University in providing an economic impact assessment for the California Department of Public Health on regulations to legalize recreational manufactured cannabis products.
- Jonathan Kaplan provided economic research on the implications of increased salinity in the California Central Valley on animal agriculture for the SWRCB through a joint project with researchers at the University of California, Davis.
- Jonathan Kaplan has taught staff-training courses on economic impact assessment at the California Environmental Protection Agency Water Board Training Academy.
- Jonathan Kaplan conducts economic analyses of the management of pests and diseases that threaten perennial crop production (primarily grapes and citrus) throughout California with colleagues from various University of California campuses. This work is funded through California Department of Food and Agriculture and United States Department of Agriculture grants.
- Economics majors receive training for careers in state government, non-profit institutions, and organizations that support economic growth in the region. Our internship program places students in organizations including the California Energy Commission, SMUD, CalPERS, the Greater Sacramento Area Economic Council, and other agencies that impact our community.

## **4 Strategic & Budget Planning and Operational Effectiveness**

### **4.1 List key strategic initiatives for the department, and append any strategic plan.**

**These can be structural such as new or discontinuations of degrees concentrations, minors, tied to university strategic initiatives such as anchor university, operational such as ways to be more inclusive in departmental planning.**

Department planning occurs through Retreats and Department Meetings. Retreats and department meetings are open to faculty, providing opportunities for inclusive department planning.

#### **4.1.1 Summarize hiring needs for the department, and append the 5 Year Faculty & Staff Hiring Plan.**

For AY 2019-20, we requested the following two positions:

- I. Open Economy/Macroeconomics (with an emphasis on Applied/Empirical research)
- II. Economic Growth and Development/Macroeconomics (with an emphasis on Applied/Empirical research)

We are currently conducting a search for only the first position requested.

And then beyond these two positions for the years 2020-2025, we are requesting the following FOUR additional positions:

- III. Industrial Organization/Microeconomics (with an emphasis on Applied/Empirical research)
- IV. Law and Economics (with an emphasis on Applied/Empirical research)
- V. Public Economics/Microeconomics (with an emphasis on Applied/Empirical research)
- VI. International Trade

Our 5-Year hiring plan can be found in [APPENDIX C](#): Department of Economics tenure-track hiring request for AY 2019-20 as part of a five-year hiring plan (2019-2025)

## 4.1.2 Summarize other major budget concerns (facilities, equipment, student assistants, etc.)

### 4.1.2.1 Salary

The greatest budgetary concern is attracting and keeping great faculty. Last year, we submitted a letter to Provost Wang to explain the salary challenge within the field of Economics. That letter explains:

- The relative pay penalty for tenured and tenure-track faculty in Economics at Sacramento State is larger than it is for faculty in other departments at Sacramento State compared to their colleagues in the same disciplines at similar universities throughout the country. For example, the average salary for Professors in Economics at Sacramento State is \$98,407 compared to \$166,825 for economics professors at other large public universities, which means that Sacramento State Professors in Economics earn only 58.8 percent of their colleagues in economics elsewhere. No other department at Sacramento State has a ratio this low, with other departments ranging from 65.3 percent to 85 percent (Table 1). The median ratio for Professors in other departments is 74.1 percent (excluding Economics) compared to only 58.8 percent in Economics.
- The relative pay penalty is also large for Associate and Assistant Professors in Economics at Sacramento State. Associate Professors in Economics at Sacramento State earn only 72.4 percent of what associate professors in economics at similar institutions earn. This compares to a median ratio of 94.9 percent for other departments at Sacramento State (Table 2). That is, Associate Professors in other departments at Sacramento State earn almost 95 percent of what their colleagues in the same discipline at other similar universities earn, compared to only 72.4 percent in Economics. For Assistant Professors, the relative pay gap is even worse. Assistant Professors in Economics at Sacramento State earn only 67.4 percent of their colleagues in economics at similar universities, compared to a median ratio of 98.6 percent in other disciplines (Table 3). For many disciplines at Sacramento State, Assistant Professors *earn more than market averages* (History, Sociology, Anthropology, and Geography), while those in Economics earn barely more than two-thirds of those at similar universities.
- According to American Association of University Professors, Sacramento State faculty salaries are among the very lowest in the California State University System. For Professors, Sacramento State pays the worst of all 23 campuses and near the bottom for Associate and Assistant Professors with salaries for Associate Professors ranking 21 of 23 campuses and Assistant Professors ranking 19 of 23 campuses.

See [Appendix D](#) for Salary Tables illustrating these pay gaps.

### 4.1.2.2 Faculty and Class Size Limitations

In addition, staffing graduate, capstone, and core courses continues to be a significant challenge. Recent changes have made this even more difficult. Two bottleneck courses, Econ 140 and Econ 145 are typically taught in computer labs. The department has taught Econ 140 in 40 student sections, but we were recently



told that we will only be allowed to enroll 30 students in Econ 140 because there are 30 workstations in the labs. This will require offering an additional section of Econ 140 every semester (4 instead of 3) to serve the 120 students who typically take this course. This creates an additional hurdle for staffing and space management. There is room for more workstations in one of the labs, but currently there are no plans for accommodating 40 students.

#### 4.1.2.3 Student Assistant

The department currently does not have a student assistant, but has benefited greatly from assistance in the Department Office.

#### 4.1.3 Summarize revenue opportunities (grants, gifts, partnerships, etc.).

In 1998, the Department received the Professor Robert L. Curry, Jr. and Chi-Ming Dana Curry Endowment from former Professor Bob Curry and his wife, to support faculty development and a student scholarship each year. Students can apply for the scholarship, and funds are allocated based on criteria established by the donor.

Over the past decade, the Department has sponsored the Ranlett Lecture each Spring, with funds from former Professor John Ranlett. The Ranlett fund is nearly depleted, so the lecture series could continue through an additional donation.

### 5 Success Summary

1. Graduation Rates
2. Student Success
3. Advising
4. Assessment
5. Student Diversity

### 6 Areas of Concern/Improvements Needed Summary

1. Faculty Retention/Salaries
2. Class size limitations dictated by computer lab capacity
3. Business impaction resulting in increased quantity, not quality of students in the program
4. Extreme growth in number of majors without increases in number of tenure track faculty

### 7 External Reviewers

The degree program will submit names of 6 potential reviewers with its self-study. Academic Excellence will arrange for 2 reviewers to visit the campus for the purpose of program review. The program will provide the self-study, visit agenda, external reviewer report template, and any needed back ground materials to the two reviewers one month before their scheduled visit. Reviewers will complete the external reviewer report within one month of the visit. Academic Excellence will reimburse reviewers for their service, travel, and reasonable expenses needed to conduct their review. The program will cover any costs such as meals for student or faculty participants, or needed technology or spaces.

## 7.1 List the name, title, and contact information for 4-6 potential external reviewers.

The Department would prefer to bring two external reviewers, one from within the CSU, and one external to the CSU. The Department would also like one reviewer to come from a Business School, and the other to come from outside a Business School, if possible.

### CSU Faculty

1. Mike Visser  
Chair, Department of Economics  
Sonoma State, School of Business and Economics  
(707)664-3297  
[Michael.visser@sonoma.edu](mailto:Michael.visser@sonoma.edu)
2. Anoshua Chaudhuri  
Professor and Department Chair  
San Francisco State University, College of Business  
(415) 338-2108  
[anoshua@sfsu.edu](mailto:anoshua@sfsu.edu)
3. Erick Eschker  
Professor and Department Chair  
Humboldt State University, College of Professional Studies  
(707) 826-3216  
[erick@humboldt.edu](mailto:erick@humboldt.edu)

### External Faculty

1. Alyson Ma  
Chair, Economics and Business Economics, Professor of Economics  
University of San Diego, School of Business  
(619)260-2383  
[maa@sandiego.edu](mailto:maa@sandiego.edu)
2. Thomas Kemp  
Department Chair, Professor  
University of Wisconsin, Eau Claire, College of Education and Human Sciences  
(715) 836-2150  
[kempta@uwec.edu](mailto:kempta@uwec.edu)
3. Steve Miller  
Director, Center for Business and Economic Research (former Department Chair)  
University of Nevada, Las Vegas, School of Business  
(702) 895-3969  
[stephen.miller@unlv.edu](mailto:stephen.miller@unlv.edu)

## 8 APPENDIX A—B.A. Assessment Policy

**ASSESSMENT**  
**Program Assessment**

**PF 101**  
**Fall 2002**  
**Changed 10/10/14**  
**& Rubrics update 5/2/18**

### 8.1.1.1 A. Goals and Objectives of the B.A. Program

The Bachelor of Arts Program in Economics seeks to help its major students to be successful in their vocational pursuits, participate as useful members of society, and enjoy rewarding personal lives. To fulfill this basic mission, the following goals and corresponding objectives have been adopted for the Program.

**Table 1: Goals and Objectives of the BA Program**

<i>Program Goals</i>	<i>Program Learning Outcomes (PLOs)</i>
1. Develop the ability to explain core economic terms, concepts, and theories	1.1 Explain the function of markets and prices as allocative mechanisms
	1.2 Apply the concept of equilibrium to both microeconomics and macroeconomics
	1.3 Identify key macroeconomic indicators and measures of economic change, growth, and development
	1.4 Identify and explain the key concepts underlying comparative advantage
	1.5 Identify and explain major types of market failures
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
3. Demonstrate awareness of global, historical, and institutional forces	3.1 Assess the role of domestic and international institutions and norms in shaping economic outcomes
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
5. Recognize the role of ethical values in economic decisions	5.1 Distinguish between normative and positive economics

	5.2 Identify the limits of economic analysis
	5.3 Distinguish between efficiency and equity
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
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 inference	8.1 Recognize how to use the scientific 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
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

These learning objectives/outcomes are addressed in most of the courses in our curriculum. Table 2 provides the curricular connections to program goals and objectives.

**Table 2 Program Outcome Assessment: Curricular Connections to Program Objectives and Outcomes**

Program Outcome	Economics Required (Core) Courses					Economics Elective Courses					
	1A 1B	100A 100B	101 113	140	145	141	120, 123, 162, 150	110, 114, 130, 132, 180	160, 170, 135	190, 192, 193	181 184 112
1.1	X	X					X	X	X	X	
1.2	X	X					X	X	X	X	
1.3	X	X	X					X	X	X	
1.4	X									X	
1.5	X	X					X	X	X	X	X
2.1	X	X	X	X	X	X	X	X	X	X	X
2.2	X	X		X	X		X	X			
2.3	X		X				X	X			X
3.1	X		X		X			X		X	X
4.1	X	X		X	X		X	X	X		X
5.1	X	X	X	X							X
5.2	X	X		X	X		X	X		X	X
5.3	X	X	X	X	X		X	X			X
6.1	X	X	X	X	X		X	X	X	X	X
6.2	X	X	X	X	X		X	X	X	X	X
6.3				X	X						
7.1				X	X	X		X			
7.2		X				X					
7.3	X	X		X	X	X	X	X	X	X	
8.1				X	X						
8.2				X	X						
8.3				X	X	X					
8.4				X	X	X		X			
8.5				X	X	X					
8.6				X	X	X	X	X	X	X	
9.1	X	X		X	X	X	X	X	X	X	
9.2	X	X		X	X	X	X	X	X	X	
10.1	X	X	X	X	X	X	X	X	X	X	X
10.2	X	X	X	X	X	X	X	X	X	X	X
10.3	X	X	X	X	X	X	X	X	X	X	X

**Measuring progress toward desired outcomes**

The Department of Economics uses the capstone course, Econ 145: Research Methods in Economics, to assess whether stated learning objectives are met by the program. This course is taken by majors during their senior year. In this course each student must design and carry out a research project. They must submit a project proposal that includes a statement of the problem to be examined, a review of literature relevant to the problem, and a well-defined hypotheses and conceptual framework focusing on the hypothesis to be tested. In addition, students must collect and analyze data, and reach conclusions concerning the data. Each student is required to make an oral presentation of their project to other students and faculty in the Department. To successfully complete the capstone course and a research project, the student is expected to master all of the skills found in the learning objectives of the Department (Table 1).

1. Program Learning Outcomes are assessed using the Department Rubrics, adapted from the AACU VALUE Rubrics. Each tenured or tenure track faculty member assesses no more than 5 papers each semester, and also attends research project presentations for assessment purposes.
2. The department adopts the following explicit standard of performance: “We expect 100% of our students to achieve at least a score of 2 on the Written Communication and Oral Communication VALUE Rubrics, and Department Rubrics for Economic Theory, Institutions and Limitations, Critical Thinking, and Quantitative Skills.”
3. The department has adopted methods and rubrics for each Program Learning Outcome, as appropriate. We follow the schedule below to assess all program learning outcomes over a 5 year cycle. Data for assessing each goal is collected based on papers and presentations from the calendar year prior to assessment.

Goals to be Assessed**	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
7, 8 & 9 Quantitative Skills	X					X				
6 Written & Oral Communication		X					X			
1 & 4 Economic Theory			X					X		
3 & 5 Institutions & Limitations				X					X	
2 & 10 Critical Thinking					X					X

The main advantages to the use of Econ 145 for assessment purposes include:

1. Assessment results can provide answers to questions that are relevant to the department such as:
  - a. Do our graduates perform at a reasonable level consistent with both Department goals and outcomes?
  - b. Are concepts and skills learned in other courses applied in the Econ 145 research projects?

- c. Are there clear shortcomings in skills or concepts that might lead to a review of our expectations, course content, and/or major curriculum changes?
2. Availability of resources devoted to assessment:
 

A capstone course allows assessment to be carried out in a specific location. Econ 145 is taken in the final year of the program so that faculty members can analyze the cumulative learning of students in the B.A. program. The use of Econ 145 is cost-effective in terms of both money and time, since assessment is done once at the end of the semester for all senior economics majors.
3. Use of results to improve course content and the curriculum in general:
 

The results from our general evaluation in Econ 145 can be used for formative assessment and program improvement. Formative assessment is designed to give feedback to improve what is being evaluated. In other words, results can be useful in responding to some of the questions raised in (1). In addition, results can prove invaluable to individual faculty. They might be more aware of how their course(s) contributes to the entire B.A. program. They may also choose to make changes in their course objectives or course content to improve on skills and concepts learned by students before taking Econ 145. Similarly, sharing results with students who have yet to take Econ 145 might stimulate them to do more if they understand what is expected of them. Finally, assessment results might persuade most faculty members to structure their courses around agreed-upon learning objectives or make curriculum changes without impinging on individual faculty freedom and flexibility in designing their courses.

### **Assessment Method in Econ 145**

#### **Preparation**

The Economics Department's capstone course, Econ 145, is taught by different faculty members in different semesters. A collegial process requires that there exist respect for differences in teaching style and course activities as long as stated learning objectives are met and all faculty use a common assessment rubric. Econ 145 projects are likely to reflect differences in style, activities and perhaps ideology. However, there are general components of projects that are required and evaluated without violating any instructor's academic freedom.

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)

### **Presentation**

Econ 145 instructors will arrange sufficient time for Econ 145 students to present their projects to fellow students and faculty. Presentations may or may not be part of course grade determination. All students will be expected to include the following components in their presentations:

1. The written research project will provide the basis for the oral presentation. The student's presentation shall have a title, introduction, brief literature survey, and sections describing the methods, data, results, and conclusions.
2. Students may use audio-visual aids of their choice (e.g. power point slides) plus supplementary handouts they deem appropriate to achieve a clear and brief presentation.
3. Students may use written notes of main concepts and points to be emphasized in their presentation.
4. Students should speak clearly and slowly and yet be able to remain within the specified time limit.
5. Students should invite questions at the end of the presentation, which should include a review, and emphasis of the main points and conclusions of the project.

### **Papers**

Econ 145 instructors will submit anonymous electronic versions of Econ 145 final papers through SacCT or Canvas. Tenured and tenure track faculty will assess no more than 5 papers each semester. The PLO(s) assessed through evaluation of papers will change each year, based on the assessment cycle provided in the table above.

### **Assessment Rubric**



The Economics Department adopts the Association of American Colleges and Universities' VALUE Rubrics for Written Communication and Oral Communication. Written and Oral Communication will be assessed on a 4 point scale. Rubrics are attached at the end of the Assessment document. Additional Rubrics have been added as approved, through 5/2/18.

### **Additional Assessment Tools**

There are two additional methods of outcome assessment that the department uses:

- Economics Graduating Senior Exit Questionnaire: The questionnaire consists of 17 questions calling for scaled responses and 8 open-ended questions. The questions seek student assessment of the contribution of the Department's faculty and its B.A. program curriculum to the achievement of the program's goals and objectives. (See attached)
- Economics Alumni Questionnaire: The Office of Institutional Studies carries out a survey of the department's alumni every six years. In the past, survey questions have been supplemented by 10 departmentally-devised questions.

(Changes Adopted on 10/10/14, revised 5/11/18)

**B.A. Written Communication VALUE Rubric**  
**Table for Assessing Written Communication Econ 145 Final Papers**



	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<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.A. ECONOMICS 145 – Table for Assessing Oral Communication Final Project Presentations**  
**Please score on a scale of 1-4 using criteria from the AACU Oral Communication VALUE Rubric below**

	Student								
	1	2	3	4	5	6	7	8	9
<b>Organization</b>									
<b>Language</b>									
<b>Delivery</b>									
<b>Supporting Material</b>									
<b>Central Message</b>									

	Capstone 4	3	Milestones 2	Benchmark 1
<b>Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<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.

**BA QUANTITATIVE SKILLS RUBRIC**

	<b>Capstone</b> 4	<b>Milestones</b>			1
		3	2		
<b>Goal 7</b> <i>Demonstrate quantitative reasoning skills.</i>	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.	Provides accurate explanations of information presented in mathematical forms.	Provides somewhat accurate explanations of information presented in mathematical forms, but makes minor errors.	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means.	
<b>Goal 8</b> <i>Calculate, present, and discuss descriptive statistics. Conduct a statistical analysis</i>	Calculations are successful and sufficient to solve the problem. Results are presented elegantly.	Calculations are successful and sufficient to solve the problem. Results are presented clearly.	Calculations are either unsuccessful or represent only a portion of the calculations required to solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.	
<b>Goal 8</b> <i>Demonstrate the ability to collect, process, and interpret data, including statistical inference.</i>	Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable conclusions from this work.	Uses the quantitative analysis of data as the basis for basic judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for basic judgments, and is uncertain about drawing conclusions.	
<b>Goal 9</b> <i>Demonstrate computer proficiency within economics</i>	Demonstrates advanced use of standard software packages to analyze data, and electronic databases for accessing data.	Demonstrates standard use of standard software packages to analyze data, and electronic databases for accessing data.	Demonstrates basic use of standard software packages to analyze data, and an electronic database for accessing data.	Demonstrates limited use of standard software packages to analyze data, and limited ability to access data from electronic sources.	

**ECONOMICS 145 – Table for Assessing Quantitative Skills in Final Project Presentations**  
Please score on a scale of 1-4 using criteria from the Rubric Above: Adopted 5/2/18

	Student									
	1	2	3	4	5	6	7	8	9	10
7. Demonstrate quantitative reasoning skills.										
8. Calculate, present, and discuss descriptive statistics. Conduct a statistical analysis										
8. Demonstrate the ability to collect, process, and interpret data, including statistical inference.										
9. Demonstrate computer proficiency within economics										

**BA 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.

	<b>Capstone 4</b>	<b>Milestones 3</b>	<b>2</b>	<b>Benchmark 1</b>
<b>GOAL 2</b> <i>Demonstrate the ability to employ the “economic way of thinking”</i>	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.
<b>GOAL 10</b> <i>Recognize underlying assumptions in economic model</i>	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.
<b>GOAL 10</b> <i>Present viewpoints and alternative hypotheses on economic issues</i>	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.

**ECONOMICS 145 – Table for Assessing Critical Thinking Final Project Presentations**  
Please score on a scale of 1-4 using criteria from the Rubric Above: Adopted 4/14/17

	Student									
	1	2	3	4	5	6	7	8	9	10
2. <i>Demonstrate the ability to employ the “economic way of thinking”</i>										
10. <i>Recognize underlying assumptions in economic model</i>										
10. <i>Present viewpoints and alternative hypotheses on economic issues</i>										

**BA Global, Historical, Institutional, and Ethical Values Rubric**

Table for Assessing Awareness of Global, Historical and Institutional Forces,  
and Ethical Values in Economic Decisions from Econ 145 Final Papers

Economics Learning Goal	Capstone 4	Milestones		Benchmark 1
		3	2	
3. Demonstrates awareness of global, historical, or institutional forces	Applies knowledge of global, historic, or contemporary human institutions to inform economic analysis.	Analyzes elements of global, historical, or contemporary institutions and recognizes their relevance to economic analysis.	Examines elements of global, historical, or contemporary institutions and mentions some relevance to economic analysis.	Identifies the basic role of some global, historical, or contemporary institutions but does not understand their relevance to economic analysis.
5. Recognizes the role of ethical values in economic decisions	Interprets statistical results accurately and ethically, explains implications of statistically significant coefficients and relevance to the real world, and discusses limitations of their research.	Interprets statistical results accurately and ethically, explains implications of statistically significant coefficients, and mentions limitations of their research.	Interprets statistical results accurately, recognizes statistical significance, but only cursorily identifies implications or limitations of their research.	Interprets statistical results, but does not identify implications or limitations of their research.

**ECONOMICS 145 – Table for Assessing Global, Historical, Institutional Forces, and Ethical Values**

**Final Project Presentations**

Please score on a scale of 1-4 using criteria from the Rubric Above

	Student									
	1	2	3	4	5	6	7	8	9	10
3. Demonstrates awareness of global, historical, or institutional forces										
5. Recognizes the role of ethical values in economic decisions										

Adopted 4/22/16

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

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<b>Identify Relevant Economic Theory</b>	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.
<b>Demonstrate Understanding of Theory</b>	Demonstrates detailed attention to and successful execution of presentation of economic theory. Graphs or equations, if relevant, are presented in an appropriate way, and discussed.	Successful presentation of economic theory. Graphs or equations, if relevant, are included and discussed.	Economic theory is presented. Graphs or equations, if relevant, are included.	Fails to demonstrate proper understanding of theory.
<b>Apply Theory to Contemporary Issue or Policy</b>	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 4/24/15





## **EXIT QUESTIONNAIRE FOR GRADUATING SENIORS IN ECONOMICS**

The faculty of the Department of Economics is interested in learning about your experience as a major in our department. This questionnaire is part of our BA Program assessment effort. Your input will help us to develop curriculum, improve the quality of instruction, and provide academic and career advice to majors. We would greatly appreciate your assistance in these endeavors by completing this questionnaire and returning it to the Economics Department. You are not asked to reveal your identity. Thank you.

### **PART I**

Please respond to the following questions based on your experience in general as a major in economics rather than your experience in any particular class.

Use the following response scale in answering questions 1-16:

**A. Usually   B. Sometimes   C. Rarely   D. Never   E. Not Applicable**

1. My economics courses required me to use and to develop my communications skills.
2. Courses offered opportunities for problem solving and critical thinking rather than just content acquisition.
3. Courses emphasized the connections among theory, critical thinking, and the real world.
4. Courses helped me to connect the course content to relevant questions for me and for society.
5. Courses encouraged me to explore questions of values and ethics related to economics.
6. Advanced courses required me to use and build upon information I acquired in previous courses.
7. 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.
8. The major program afforded opportunities to practice and develop writing skills.
9. The major program afforded opportunities to practice and develop computer skills.
10. The major program afforded opportunities to practice and develop oral communications skills.
11. The major program afforded opportunities to practice and develop analytic skills.
12. The major program trained me to design and carry out research: forming hypotheses, testing hypotheses with data, and deriving results.
13. The feedback I received from my economics instructors on exams, papers, and other assignments helped me to improve my performance in my classes.

14. During my major career, semester to semester, I consulted and advisor.
15. My advisor was helpful.
16. The Department course schedule accommodated my own scheduling needs.

**PART II**

**Please respond to the following 8 questions**

- A. Why did you choose to major in economics?
- B. Are there aspects of the major program that you believe are particularly strong? Explain.
- C. Are there aspects of the major program that you believe are particularly weak? Explain.
- D. Which courses in math, statistics, and computer science required or allowed in the major were the most helpful and which the least helpful? Why?
- E. What, if any, math statistics, or computer courses do you believe should be added to or deleted from the major? Why?
- F. What suggestions do you have for improving the economics major program?
- G. In what ways could the department have better helped you while you were pursuing your degree?
- H. Please make any other comments you wish.
- I. We would like to add your email address to our alumni contact list. Please provide an email address where we could contact you in the future. (Please do not provide a Saclink email address, as this will not work after you leave the University.)

## 9 APPENDIX B--MA in Economics Comprehensive Assessment Plan

### Graduate Learning Objectives and Program Learning Outcomes

The Department of Economics graduate learning objectives and program learning outcomes (PLOs) represented below shall form the basis for our annual assessment plan and future academic program review.

The PLOs listed below are designed with the goal of placing our students into post-degree positions in secondary education, non-profits, business and consulting, government and private agencies, and other fields that draw on the knowledge and skills of graduates with an MA in Economics.

We have also aligned these objectives and goals with the institutional Graduate Learning Goals, which include

1. Disciplinary knowledge: Master, integrate, and apply disciplinary knowledge and skills to current, practical, and important contexts and situations.
2. Communication: Communicate key knowledge with clarity and purpose both within the discipline and in broader contexts.
3. Critical thinking/analysis: Demonstrate the ability to be creative, analytical, and critical thinkers.
4. Information literacy: Demonstrate the ability to obtain, assess, and analyze information from a myriad of sources.
5. Professionalism: Demonstrate an understanding of professional integrity. 6. Intercultural/Global Perspectives: Demonstrate relevant knowledge and application of intercultural and/or global perspectives.

Table 2: Goals and Outcomes of the Economics M.A. Program

<b>Graduate Learning Objectives</b>	<b>Program Learning Outcomes</b>	<b>Institutional Graduate Learning Goals</b>
<i>1. Develop an advanced understanding of microeconomic and macroeconomic theory</i>	<i>1.1 Understand the foundations, basic framework, and complexity of microeconomic and macroeconomic theory</i>	<i>1. Disciplinary knowledge 4. Information literacy</i>
	<i>1.2 Recognize the contribution and limitations of traditional theories</i>	<i>1. Disciplinary knowledge 4. Information literacy</i>
	<i>1.3 Explore newer economic theories and modeling of more complex situations</i>	<i>1. Disciplinary knowledge 4. Information literacy</i>
	<i>1.4 Apply introduced theories in a discussion of research interests</i>	<i>1. Disciplinary knowledge 3. Critical thinking/analysis 4. Information literacy</i>
<i>2. Demonstrate the ability to apply econometric methods</i>	<i>2.1 Use basic regression analysis, estimation, and/or forecasting</i>	<i>1. Disciplinary knowledge 4. Information literacy</i>
	<i>2.2 Express economic theory in the form of econometric models</i>	<i>1. Disciplinary knowledge 2. Communication</i>

		4. Information literacy
	2.3 Use econometric techniques in economic research settings	1. Disciplinary knowledge 4. Information literacy
3. Develop an in-depth understanding of one research field of interest within economics	3.1 Read and discuss research articles in chosen field of interest.	1. Disciplinary knowledge 2. Communication, 3. Critical thinking/analysis 4. Information literacy
	3.2 Understand the current state of knowledge in this research field.	1. Disciplinary knowledge 2. Communication 4. Information literacy
	3.3 Confidently discuss important findings and limitations of existing research	1. Disciplinary knowledge 2. Communication 3. Critical thinking/analysis 4. Information literacy 5. Professionalism
4. Engage in and conduct economic research	4.1 Identify and clearly state a Master's thesis topic	1. Disciplinary knowledge 2. Communication 3. Critical thinking/analysis 4. Information literacy 5. Professionalism
	4.2 Analyze stated topic using relevant modeling techniques	1. Disciplinary knowledge 2. Communication 3. Critical thinking/analysis 4. Information literacy 5. Professionalism
5. Demonstrate the ability to communicate within the discipline	5.1. Apply both oral and written communications skills within the discipline to present research findings	1. Disciplinary knowledge 2. Communication 3. Critical thinking/analysis 4. Information literacy 5. Professionalism

These learning objectives and outcomes are addressed in most of the courses in our curriculum. The curriculum map below provides the connections between these courses and the objectives and outcomes.

#### M.A. Curriculum Map

Course Work	PLO 1.1	PLO 1.2	PLO 1.3	PLO 1.4	PLO 2.1	PLO 2.2	PLO 2.3	PLO 3.1	PLO 3.2	PLO 3.3	PLO 4.1	PLO 4.2	PLO 5.1
ECON 200A (C)	X	X			X	X							
ECON 200B (C)	X	X				X							
ECON 200C (C)				X	X	X	X	X	X	X			X
ECON 200M (C)	X					X							
ECON 213 (E)			X			X		X	X				
ECON 230 (E)		X	X					X	X				
ECON 238 (E)		X	X					X	X				
ECON 241 (C)				X	X	X	X	X	X	X			X
ECON 251 (E)			X					X	X				

ECON 260 (E)		X	X					X	X				
ECON 263 (E)		X	X					X	X				
ECON 265 (E)		X	X			X		X	X				
ECON 290 (E)		X	X					X	X				
ECON 295 (E)													
ECON 299 (E)			X	X			X	X	X				
ECON 500 (T)			X	X	X	X	X	X	X	X	X	X	X

**M.A. Assessment Plan**

The Department of Economics gathers direct and indirect evidence of student outcomes at different stages of the graduate program to assess whether the stated learning objectives and outcomes are met by the program.

The department will revisit its method of assessment each year, and adopt new methods and rubrics for each Program Learning Outcome, as appropriate. We intend to follow the schedule in the table below to assess all program learning outcomes over a 5-year cycle.

The department’s graduate committee will be primarily responsible for the assessment of the graduate program and will report their findings and recommendations to the department prior to submitting a revision of this document to the Office of Graduate Studies. During this assessment process, the graduate committee will also consider the success or failure of past actions taken to improve or maintain the program’s ability to provide a PLO when deciding on what next action steps to recommendation.

**Lines of Evidence for Assessing Graduate Program Learning Outcomes**

<b>Date</b>	<b>PLO</b>	<b>Direct Lines of Evidence</b>	<b>Indirect Lines of Evidence</b>	<b>Lead/ Resources</b>	<b>Evaluation Parameters &amp; Timeline</b> Exit (E); Follow up with Alumni (F); Qualification for Culminating Experience (Q)
2016-2017	5.1	ECON 241 & 200C Final Papers and Presentations	Instructor Assessment	Graduate Coordinator	<b>Evaluation Parameters:</b> Written Communication VALUE Rubric and Oral Communication VALUE Rubric, produced by the Association of American Colleges and Universities (see below). The department expects 100% of our graduate students to achieve at least a score of 2 on the Written Communication and Oral Communication VALUE Rubrics during Early Assessment. <b>Timeline:</b> ECON 241 (Early Assessment), ECON 200C (Q)
2016-2017	5.1	Theses and Oral Defenses		Graduate Coordinator	<b>Evaluation Parameters:</b> Written Communication VALUE Rubric and Oral Communication VALUE Rubric, produced by the Association of American Colleges and Universities (see below). The department expects 100% of our graduate students to achieve at least a score of 3 on the Written Communication and Oral Communication VALUE Rubrics. <b>Timeline:</b> E
2017-2018	4.1 4.2 4.3	Theses and Oral Defenses		Graduate Coordinator	<b>Evaluation Parameters:</b> Rubric and Expectation to be determined during annual review of assessment plan <b>Timeline:</b> E
2018-2019	3.1 3.2 3.3	ECON 241 & 200C Final Papers and Presentations	Instructor Assessment	Graduate Coordinator	<b>Evaluation Parameters:</b> Rubric and Expectation to be determined during annual review of assessment plan. <b>Timeline:</b> ECON 241 (Early Assessment), ECON 200C (Q)
2018-2019	3.1 3.2 3.3	Theses and Oral Defenses		Graduate Coordinator	<b>Evaluation Parameters:</b> Rubric and Expectation to be determined during annual review of assessment plan <b>Timeline:</b> E
2019-2020	1.1 1.2	ECON 200A and 200B Final Exams	Instructor Assessment	Graduate Coordinator	<b>Evaluation Parameters:</b> Rubric and Expectation to be determined during annual review of assessment plan <b>Timeline:</b> Early Assessment
2019-2020	1.3 1.4	Thesis		Graduate Coordinator	<b>Evaluation Parameters:</b> Rubric and Expectation to be determined during annual review of assessment plan <b>Timeline:</b> E
2020-2021	2.1 2.2 2.3	ECON 241 and 200C Final Papers and Presentations	Instructor Assessment	Graduate Coordinator	<b>Evaluation Parameters:</b> Rubric and Expectation to be determined during annual review of assessment plan <b>Timeline:</b> ECON 241 (Early Assessment) ECON 200C (Q)
2020-2021	2.1 2.2 2.3	Theses and Oral Defenses		Graduate Coordinator	<b>Evaluation Parameters:</b> Rubric and Expectation to be determined during annual review of assessment plan <b>Timeline:</b> E

To accommodate submission of the annual assessment report and action plan by the end of the academic year, the following timeline will be followed.

<b>Assessment Plan Steps</b>	<b>Date</b>
Collection of Direct and Indirect Evidence	March 15
Assessment of Evidence and Past Actions	March 30
Submission of Assessment and Action Plan to Department	April 30
Submission of Assessment and Action Plan to Office of Graduate Studies	May 20

### **Assessment Methods**

#### *Learning Objective 1:*

The Department of Economics uses student performance on their final exams in ECON 200A: Advanced Macroeconomic Theory and ECON 200B: Advanced Microeconomic Theory to assess whether PLOs 1.1 and 1.2 are met by the program. Final exams for students who successfully complete these core classes with a “B” or better grade will be assessed by the department graduate committee, in consultation with faculty instructors of these courses, using a department, agreed-upon rubric to determine to what extent these PLOs are met by our program at the end of their first year. This assessment will also ask for reviewers’ comments and suggested actions. These courses are offered in the spring semester and are typically taken by first year graduate students. A questionnaire for the instructors of these courses provides indirect line of evidence that along with the assessment of the exams will be used by the department to determine if action steps are necessary to address deficiency in meeting these objectives.

The Department of Economics uses ECON 500: Master’s Thesis to assess whether PLOs 1.3 and 1.4 are met by the program at the conclusion of their culminating experience. All graduate students in the program must complete a thesis that requires them to design and carry out an applied economic research project, culminating in a written thesis and oral defense. To successfully complete the thesis and oral defense, the student is expected explore newer economic theories and model more complex situations than seen in ECON 200A and ECON 200B as well as apply economic theory in their discussion of their research. The development of PLOs 1.3 and 1.4 begin in a student’s elective coursework, culminating with their thesis research. We do not assess these PLOs in the elective courses since students may just be beginning to appreciate economic theory and its application, leading to a wide range of performance. Instead, we focus on the culminating experience, ECON 500 since this provides an assessment at the end of the program when a student will have fully developed their understanding of economic theory as it relates to their thesis. The department graduate committee, using a department, agreed-upon rubric will assess theses and oral defenses, at the conclusion of the degree, to determine to what extent PLOs 1.3 and 1.4 are met by our program. This assessment will also ask for reviewers’ comments and suggested actions that will be used by the department to determine any necessary actions.

#### *Learning Objectives 2 and 3:*

The Department of Economics uses ECON 241: Applied Econometric Analysis and ECON 200C: Advanced Applied Economics to provide early and intermediate assessment, respectively, of the program’s ability to provide Learning Objectives 2 and 3 (PLOs 2.1, 2.2, 2.3, 3.1, 3.2, and 3.3). These classes are taught in the fall semester and are taken sequentially. Each class requires students to conduct an applied economic research project, culminating in a written paper and oral presentation. Final papers and oral presentations for those student who successfully complete these core classes with a “B” or better grade will be assessed by the department graduate committee in consultation with faculty instructors of these courses, using a department, agreed-upon rubric to determine to what extent these learning objectives are met by our program at the end of a student’s first semester and third semester of graduate studies. This assessment will also ask for reviewers’ comments and suggested actions. In addition, a questionnaire for the instructors of these courses

will provide an indirect line of evidence that along with the assessment of the final papers and oral presentation and the theses, discussed below, will be used by the department to determine if action steps are necessary to address deficiency in meeting these objectives at these point in the student's academic career.

The Department of Economics uses ECON 500: Master's Thesis to assess whether stated Learning Objectives 2 and 3 are met by the program at the conclusion of a student's academic studies. As mentioned above, all graduate students in the program must complete a thesis that requires them to design and carry out an applied economic research project, culminating in a written thesis and oral defense. To successfully complete the thesis and oral defense, the student is expected to master the skills found in Learning Objectives 2 and 3. The department graduate committee, using the department, agreed-upon rubric for assessing the papers and oral presentations in ECON 241 and ECON 200C will determine to what extent Learning Objectives 2 and 3 are met by our program, by applying this rubric to completed theses and oral defenses. This assessment will also ask for reviewers' comments and suggested actions that will be used by the department to determine any necessary actions.

#### *Learning Objectives 4:*

The Department of Economics uses ECON 500: Master's Thesis to assess whether stated Learning Objective 4 (PLOs 4.1 and 4.2) is met by the program. As mentioned above, all graduate students in the program must complete a thesis that requires them to design and carry out an applied economic research project, culminating in a written thesis and oral defense. To successfully complete the thesis and oral defense, the student is expected to master the skills found in Learning Objective 4. The department graduate committee, using a department, agreed-upon rubric for assessing theses and oral defenses will determine to what extent Learning Objective 4 is met by our program, at the conclusion of the degree. This assessment will also ask for reviewers' comments and suggested actions that will be used by the department to determine any necessary actions.

#### *Learning Objectives 5:*

The Department of Economics uses ECON 241: Applied Econometric Analysis and ECON 200C: Advanced Applied Economics to provide early and intermediate assessment, respectively, of the program's ability to provide Learning Objective 5 (PLO 5.1). These classes are taught in the fall semester and are taken sequentially. Each class requires students to conduct an applied economic research project, culminating in a written paper and oral presentation. Final papers and oral presentations for those student who successfully complete these core classes with a "B" or better grade will be assessed by the department graduate committee in consultation with faculty instructors of these courses, using a department, agreed-upon rubric to determine to what extent this learning objective is met by our program at the end of a student's first semester and third semester of graduate studies. This assessment will also ask for reviewers' comments and suggested actions. In addition, a questionnaire administered to the instructors of these courses will provide an indirect line of evidence that along with the assessment of the final papers and oral presentation and the theses, discussed below, will be used by the department to determine if action steps are necessary to address deficiency in meeting these objectives at these points in the student's academic career.

The Department of Economics uses ECON 500: Master's Thesis and oral defenses to assess whether stated Learning Objective 5 (PLO 5.1) is met by the program at the conclusion of a student's academic studies. As mentioned above, all graduate students in the program must complete a thesis that requires them to design and carry out an applied economic research project, culminating in a written thesis and oral defense. To successfully complete the thesis and oral defense, the student is expected to master the skills found in earning Objective 5. The department graduate committee, will assess completed theses and oral defenses using the department, agreed-upon rubric for assessing the papers and oral presentations in ECON 241 and ECON 200C to determine to what extent Learning Objective 5 is met by our program, at the conclusion of the degree by



applying this rubric to completed theses and oral defenses. This assessment will also ask for reviewers' comments and suggested actions that will be used by the department to determine any necessary actions.

### M.A. Written Communication VALUE Rubric

Criterion\Score	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Criterion 1: 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>Criterion 2: 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>Criterion 3: 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>Criterion 4: 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>Criterion 5: 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.

### M.A. Oral Communication VALUE Rubric

Criteria\Score	Capstone	Milestones		Benchmark
	4	3	2	1
<b>Criterion 1: Organization</b>	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
<b>Criterion 2: Language</b>	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
<b>Criterion 3: Delivery</b>	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
<b>Criterion 4: Supporting Material</b>	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
<b>Criterion 5: 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.

# M. A. INQUIRY AND ANALYSIS VALUE RUBRIC

## Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

	<b>Capstone</b> 4	<b>Milestones</b>		<b>Benchmark</b> 1
		3	2	
<b>Topic selection</b>	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
<b>Existing Knowledge, Research, and/or Views</b>	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
<b>Design Process</b>	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
<b>Limitations and Implications</b>	Insightfully discusses in detail relevant and supported limitations and implications from the literature.	Discusses relevant and supported limitations and implications from the literature.	Presents relevant and supported limitations and implications from the literature.	Presents limitations and implications from the literature, but they are possibly irrelevant and unsupported.

## 10 APPENDIX C—5 year Hiring Plan

### Department of Economics tenure-track hiring request for AY 2019-20 as part of a five-year hiring plan (2019-2025)

The Department of Economics is requesting permission to conduct tenure-track faculty searches to hire TWO new faculty members to begin in Fall 2020. Our request can best be classified as essential. These two hires would be the first step in a five-year hiring plan to hire FIVE new faculty members between Fall 2020 and Spring 2025.

In AY 2018-19 (current year), we were able to successfully hire a tenure-track faculty member who will begin here in Fall 2019. Essentially, this was a position we were originally granted a cycle earlier but, due to the sudden change in the Dean's office with former Dean Bodvarsson expressed intention to use his retreat rights to teach in Economics and Interim Dean Lascher leaving PPA, resources were shifted and our search never commenced. Since then, our needs have become more substantial.

- Professor Bodvarsson never did, in fact, return to teach and has recently accepted an administrative post at another institution.
- Professor Terri Sexton transitioned from the FERP program in 2016-17 to being fully retired now.
- Professor Steve Perez is now the Interim Provost.

The Department's ability to offer sufficient courses for undergraduate and graduate students is severely limited. With the loss of Professors Bodvarsson and Sexton (and Perez, to a lesser extent) coupled with continued external grants (Professor Kaplan is bought out of 6 units each semester) and release time (service endeavors at the College and University levels have reliably released our faculty from 6-9 units each semester, in addition to the release time for Department Chair), our anticipated Full Time Equivalent Faculty (not accounting for leaves or sabbaticals) is expected to be roughly 12.50 in 2019-20.

Looking beyond next year, two current faculty members have indicated that they have plans to retire in the next 2-4 years. Their teaching and research focus are in international trade/globalism and industrial organization in particular.

The curricular offerings in Economics are also in need of some adjusting both in terms of the demand for of classes from our students and the demand for a specific skillset from employers and graduate programs. In particular, the demographics of the institution suggest a demand for courses in topics such as Economics of Latin America, Economics of Asia, and Economics of Africa. We currently offer no such courses year nor do we have faculty with expertise needed to offer these courses. In addition, employers and graduate programs are expecting that graduates from our programs will have extensive knowledge of data analytics and programming skills. The state of the art skillset in this arena expands every year and we need to hire newly minted PhD's with training in programming language and with big data for the benefit of our students as well as our current faculty research agendas.

For AY 2019-20, we are requesting the following TWO positions:

- I. Open Economy/Macroeconomics (with an emphasis on Applied/Empirical research)
- II. Economic Growth and Development/Macroeconomics (with an emphasis on Applied/Empirical research)

And then beyond these two positions for the years 2020-2025, we are requesting the following FOUR additional positions:

- III. Industrial Organization/Microeconomics (with an emphasis on Applied/Empirical research)
- IV. Law and Economics (with an emphasis on Applied/Empirical research)
- V. Public Economics/Microeconomics (with an emphasis on Applied/Empirical research)
- VI. International Trade

Here are the responses to the four specific criteria requested:

**A. Impact on student success.**

We, simply, do not have enough faculty to teach our students the number of classes and the variety of offerings necessary for our students to proceed efficiently to a degree. The following table summarizes our growth in students (FTES and majors), yet we have experienced a contraction in tenure-track faculty.

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2010-19 % Change**
FTES	848.2	926.1	970.1	980.5	966.4	968.3	967.5	966.2	1,023.3	<b>20.6%</b>
Tenure Track Faculty	16	16	14	14	15	12.5	11.5	14	14	<b>-12.5%</b>
Lecturers	4	7	7	8	9	9	8	9	11	<b>175.0%</b>
Majors	213	240	287	429	396	491	548	639	621	<b>191.5%</b>
Degrees Conferred	65	88	95	163	162	169	164	169	?	<b>160.0%</b>

\*\* The % change for degrees conferred is from 2010-2018 since Spring 2019 is in progress

FTES generated by economics rose 21%, number of majors and degrees conferred grew 192% and 160%, respectively, while tenure-track faculty has fallen 13%. We currently have roughly three times the number of majors than we had in 2010-11 with two fewer tenure-track faculty members.

As a result of this, we are unable to meet the needs of our students. Economics majors enroll in 11.6 units per semester on average. The comparable average student load in SSIS is 12.7 units. This is a direct result of students not getting into all of the classes that they need. And that, in turn, is a direct result of not having enough tenure-track faculty to offer the needed sections. To get students those additional 1.1 units per semester, we would need roughly SIX additional sections each semester (or roughly two tenure-track faculty members).

In addition, while the Department used to have a tenure-track to part-time faculty ratio of 4.0 in 2010-11, it is now 1.4, after accounting for our new tenure-track hire beginning this upcoming Fall.

In terms of graduation rates, despite our deficiencies in terms of tenure track lines, our department has excelled. The Economics Department has very few first time freshmen. According to the Fact Book, we have had between 12 and 20 entering freshmen in each of the last 5 years. As such, it is hard to imagine making much from these numbers. However, in looking at the two-year graduation rate for Transfer students, here are the rates for the department, college, and university for the past 5 years:

	2010	2011	2012	2013	2014	
# entering	36	35	47	67	56	
2-year graduation						
Economics Rate	56%	34%	32%	31%	39%	
College Rate	30%	26%	26%	32%	32%	
University Rate	24%	24%	24%	26%	27%	

In addition, it should be noted that while, as previously mentioned, we do not have very many students that enter into the Economics major as freshmen, we have a fairly large number of students that end up becoming Economics majors. For example, in the 2010 freshmen cohort, we added 28 additional majors including 22 who were originally majors outside SSIS. In the 2012 transfer cohort, we added 44 additional majors including 42 who entered as majors outside of SSIS. In these two cohorts, only one student and three students, respectively, left the Economics major.

The Department consistently gets students graduated in a timely manner. However, the recent departure of faculty and the recent explosion of number of majors have dramatically hampered our ability to perform in this manner. We need additional faculty to continue to provide the courses and advising needed to maintain and grow these numbers. As previously mentioned, two additional hires would allow us to bring the average student load for Economics majors up to the University average. 1.1 additional units per student per semester translates to 8.8 additional units over four years per student. A rough estimate suggests that this one change would lead to a savings of almost three-fourths of a semester for our average student. In other words, roughly three out of four first-time freshmen in our major would graduate a semester earlier than they currently are.

**B. Increasing the inclusiveness experienced by students.**

Roughly 27% of economics faculty nationwide are female. With our most recent hire beginning this Fall (who happens to be female) and despite recent retirements and departures, our department is currently at 33% female (tenure-track). The applicant pool for economics faculty positions is heavily male, and predominantly either US-born or from China. Nevertheless, our department would love to have applicants of races and ethnicities represented in our student body but underrepresented in our discipline. The hiring process for economics faculty positions is regimented. However, we would certainly strive to continue to seek any and all qualified applicants from both the standard process and through advertisements in other lesser-utilized publications and through minority economic organizations such as the American Economics Association's (AEA) Committee on the Status of Minority Groups in the Economics Profession (CSMGEP) and the American Society of Hispanic Economists (ASHE). The two positions that we are seeking for this upcoming year tend to be in fields with a disproportionately high number of foreign-born PhD candidates. It is very likely that hiring in these disciplines will lead to a candidate pool richer in diversity that reflects our student body composition and our community at large.

In addition, these new positions would allow us to continue to offer a graduate program. Without more faculty, we would have to seriously consider suspending or eliminating our graduate program. In addition, in our graduate program we have a significant problem being able to offer the variety of electives that our students demand. Rather, we find ourselves offering many of the same electives time and time again. By hiring faculty in these two specific fields, we would be able to expand our offerings in precisely the areas of student that our students request. Graduate students who are currently interested in completing their theses in these fields are very limited in terms of who they can work with as we collectively have little to no expertise in these areas. These fields also happen to be of the type that international students might be specifically seeking in their choices of electives.

**C. Increasing the curricular and scholarly capacity at Sac State, where appropriate.**

We have had difficulty in offering enough sections of courses that are currently in our curriculum that students routinely demand (including students in other majors such as Business, International Relations, Political Science, and others). These two positions would allow us to augment those offerings. In particular, in the existing curriculum, the classes served by these positions would be the following:

1. Open Economy/Macro: 1A, 100A, 112, 138, 140, 141, 145, 190, 192, 193, 200A, 200C, 213, 238, 241, and 290.
2. Economic Growth and Development/Macroeconomics: 1A, 100A, 112, 140, 141, 145, 150, 180, 181, 184, 190, 192, 193, 200A, 200C, 213, 241, and 290.

112, 138, 181, 184, 200A, 200C, 213, 238, and 241 have proven to be very challenging to staff. Economics 145 is our capstone course that is limited to 15 students per section due to the intensity of that class for faculty and students alike. It is a roadblock course for many of our majors with a high DFW rate. We simply do not have the tenure-track faculty necessary to staff the number of sections we need to meet demand and often have to turn to part-time faculty, some of whom are ill-prepared to approach this class with the required rigor or time needed for student success.

In addition, it is anticipated and expected that these two new hires would develop new elective offerings that we are lacking in our curriculum. In particular, we currently have no classes in the following subjects that are fairly typical offerings at similar institutions with student demographics such as ours in 2019:

Open Economy Macroeconomics  
Economics of Latin America  
Economics of Asia  
Economics of Africa  
Economics of Immigration

Electives such as these are essential to keep up with the current demand for courses of this nature by our students and by our community. These types of courses would be offered for 40-50 students per semester.

Beyond increasing the elective offerings in Economics, the Department has discussed adding additional program offerings including:

- BS in Economics for more data- and mathematically-minded students
- Certificate or Masters in Economic Policy Data Analytics
- Tiered elective offerings

Each of these potential programmatic additions would require additional faculty as previously specified.

**D. Enhancing the ability of Sac State to be an "anchor university."**

According to President Nelsen, "An anchor university deliberately and consciously applies its human and intellectual resources and its place-based economic power to better the long-term welfare of the community, thus transforming the lives not only of our students but also the lives of those who live in Sacramento and the region." We in the Economics Department believe wholeheartedly in this mission to work symbiotically with our community in performing all aspects of our duties as faculty members. Our faculty are exceptional teachers and prolific scholars. However, more than that, we are dedicated service-providers to the University



as well as to the College of SSIS and to the greater Sacramento region. Faculty research and expertise informs policy decisions at the state and local level. Here are just a few of the many examples if this:

- Suzanne O’Keefe has been an invited panelist at the Capitol for committee meetings on Enterprise Zones.
- Joni Zhou serves on the West Sacramento Economic Development Advisory Commission.
- Mark Siegler has served on the City of Davis Water Commission and Budget and Finance Committee.
- David Lang and Ta-Chen Wang have served on the UC Davis Medical System’s Community Advisory Board.
- Kristin Van Gaasbeck serves on the Board of Directors for the Sacramento Credit Union.

In addition, economics majors receive training for careers in state government, non-profit institutions, and organizations that support economic growth in the region. Our internship program places students in organizations including the California Energy Commission, SMUD, CalPERS, the Greater Sacramento Area Economic Council, and other agencies that impact our community. The policy relevance of research conducted by our faculty, combined with the value our graduates bring to government and business in Sacramento make the Department of Economics a natural fit for the new Downtown School of Public Affairs.

11 APPENDIX D—Comparable Salary

Table 1

Annual Salaries of Professors

Large Public Universities and Sacramento State by Discipline

(Ranked from High to Low on Relative Salaries by Discipline)

Academic Discipline	Average Salaries at Large Public Universities, 2015-2016	Average Salaries at Sacramento State, 2017-2018	Percent of Sacramento State Salaries Relative to National Averages
History	\$112,186	\$95,347	85.0%
Anthropology	\$110,388	\$93,194	84.4%
Geography	\$117,144	\$95,828	81.8%
Sociology	\$122,436	\$97,806	79.9%
Political Science	\$127,339	\$94,304	74.1%
Electrical Engineering	\$148,566	\$106,126	71.4%
Psychology	\$133,697	\$95,249	71.2%
Computer Science	\$155,837	\$107,348	68.9%
Accounting	\$194,048	\$126,801	65.3%
<b>Economics</b>	<b>\$166,825</b>	<b>\$98,067</b>	<b>58.8%</b>

Sources and Notes: Average salaries by discipline at large public universities in 2015-2016 are from John W. Curtis and Michael Kisielewski, “Faculty Salaries in Sociology and Other Disciplines, 2016 Update,” *ASA Research*, American Sociological Association, August 2016, Appendix Table A11, p. 29. Average salaries at Sacramento State in 2017-2018 were computed using the Fall 2017 Instructional Personnel Costs Reports published online by the Sacramento State Office of Instructional Research, <http://www.csus.edu/oir/datacenter/facultyspecialreports/index.html>, accessed on March 8, 2018. Half-year actual salaries were doubled to yield annual salaries. Only full-time tenure-track faculty were included. Department Chairs and FERP faculty were excluded.

**Table 2**  
**Annual Salaries of Associate Professors**  
**Large Public Universities and Sacramento State by Discipline**  
**(Ranked from High to Low on Relative Salaries by Discipline)**

<b>Academic Discipline</b>	<b>Average Salaries at Large Public Universities, 2015-2016</b>	<b>Average Salaries at Sacramento State, 2017-2018</b>	<b>Percent of Sacramento State Salaries Relative to National Averages</b>
History	\$77,863	\$78,096	100.3%
Anthropology	\$79,197	\$78,868	99.6%
Geography	\$80,439	\$78,096	97.1%
Sociology	\$82,330	\$78,096	94.9%
Political Science	\$85,785	\$79,344	92.5%
Electrical Engineering	\$105,510	\$90,552	85.8%
Accounting	\$159,532	\$118,416	74.2%
Computer Science	\$112,231	NA	--
Psychology	\$85,553	NA	--
<b>Economics</b>	<b>\$118,268</b>	<b>\$85,616</b>	<b>72.4%</b>

Sources and Notes: Average salaries by discipline at large public universities in 2015-2016 are from John W. Curtis and Michael Kisielewski, "Faculty Salaries in Sociology and Other Disciplines, 2016 Update," *ASA Research*, American Sociological Association, August 2016, Appendix Table A10, p. 28. Average salaries at Sacramento State in 2017-2018 were computed using the Fall 2017 Instructional Personnel Costs Reports published online by the Sacramento State Office of Instructional Research, <http://www.csus.edu/oir/datacenter/facultyspecialreports/index.html>, accessed March 8, 2018. Half-year actual salaries were doubled to yield annual salaries. Only full-time tenure-track faculty were included. Department Chairs and FERP faculty were excluded.

**Table 3**

**Annual Salaries of Assistant Professors**

**Large Public Universities (New Assistant Professors) and Sacramento State (All Assistant Professors) by Discipline**

<b>Academic Discipline</b>	<b>Average Salaries at Large Public Universities, 2015-2016</b>	<b>Average Salaries at Sacramento State, 2017-2018</b>	<b>Percent of Sacramento State Salaries Relative to National Averages</b>
History	\$60,780	\$70,436	115.9%
Sociology	\$64,543	\$71,652	111.0%
Anthropology	\$65,104	\$70,908	108.9%
Geography	\$67,995	\$69,000	101.5%
Psychology	\$71,750	\$70,746	98.6%
Political Science	\$70,679	\$67,963	96.2%
Electrical Engineering	\$89,103	\$85,352	95.8%
Computer Science	\$97,157	\$88,398	91.0%
Accounting	\$168,834	\$123,834	73.3%
<b>Economics</b>	<b>\$106,820</b>	<b>\$72,336</b>	<b>67.7%</b>

Sources and Notes: Average salaries by discipline at large public universities in 2015-2016 are from John W. Curtis and Michael Kisielewski, “Faculty Salaries in Sociology and Other Disciplines, 2016 Update,” *ASA Research*, American Sociological Association, August 2016, Appendix Table A9, p. 27. Average salaries at Sacramento State in 2017-2018 were computed using the Fall 2017 Instructional Personnel Costs Reports published online by the Sacramento State Office of Instructional Research, <http://www.csus.edu/oir/datacenter/facultyspecialreports/index.html>, accessed March 8, 2018. Half-year actual salaries were doubled to yield annual salaries. Only full-time tenure-track faculty were included.

## Internal Review Report Template

Program

College

Date Submitted

### I. Context

#### Self-study

- Complete?
- Self-Reflective?
- Timely?
- Substituted Accredited Materials?

#### External Reviewers

- Appropriate Reviewers?
- Visit Agenda?
- Thoughtful Report?

### II. Recommendations

Based on the self-study and external reviewer report the APROC Internal Review Subcommittee asks that the Department consider the following consistent findings, best policies, procedures, Sac State goals & initiatives, and best practices when drafting the MOU/Action Plan.

#### **To Maintain Success**

**To Improve Student Learning** (consider university/college goals on learning, research/scholarship, diversity)

**To Improve Student Success** (consider university/college goals on recruitment, retention, graduation, diversity, engagement)

**To Build Partnerships and Resource Development to Enhance the Student Experience** (consider university/college goals on university as place, university experience, community engagement)

**To Improve Strategic & Budget Planning and Operational Effectiveness to Insure Sustainability** (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)

APROC Subcommittee Name/Signature

APROC Subcommittee Name/Signature

## MOU/Action Plan

The department will use the self-study, external reviewer report, and internal reviewer report to complete the MOU/Action Plan Template in conjunction with the Dean.

Program:

College:

Date:                      Program Review      2YR Update      4YR Update      6YR Update

<b>Program Review Finding</b>	<b>2 YR</b>	<b>4 YR</b>	<b>6 YR</b>
Cite self-study, external review, internal review, and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
<b>To Maintain Success</b>			
<b>To Improve Student Learning</b> (consider university/college goals on learning, research/scholarship, diversity)			
<b>To Improve Student Success</b> (consider university/college goals on recruitment, retention, graduation, diversity, engagement)			
<b>To Build Partnerships and Resource Development to Enhance the Student Experience</b> (consider university/college goals on university as place, university experience, community engagement)			
<b>To Improve Strategic &amp; Budget and Operational Effectiveness and to Insure Sustainability</b> (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			

**Department Chair Name/Signature**

**College Dean Name/Signature**

## Faculty Senate Recommendation Template

The Academic Program Review Committee affirms that the \_\_\_\_\_ Department has completed program review as per policy, including self-study, external review, internal review, and action plan submission. APROC recommends that the next program review be scheduled in 6 years as per policy, Fall 20\_\_.

**Review Participants:** Department Chair:

Internal Reviewers

Name, Title

External Reviewers

Name, Title

Name, Title, Affiliation

Name Title, Affiliation

College Dean:

**Degree Programs: (modify as appropriate)**

Bachelor of Arts/Science in \_\_\_\_\_ (initiated in 20\_\_, last reviewed in \_\_/accredited by\_\_ through\_)

Option \_\_\_\_\_

Option \_\_\_\_\_

Master of Arts/Science in \_\_\_\_\_ (initiated in 20\_\_, last reviewed in \_\_/accredited by\_\_ through\_)

Option \_\_\_\_\_

Option \_\_\_\_\_

Doctorate in \_\_\_\_\_ (initiated in 20\_\_, last reviewed in \_\_/accredited by\_\_ through\_)

Minor(s) in \_\_\_\_\_

**Approved Action Plan:**

**APROC Chair Name, Title:**

**APROC Chair Signature:**



**External Review of the Bachelor of Arts and Masters of Arts Degree Programs  
Department of Economics  
Sacramento State University**

**Prepared by  
Dr. Erick Eschker (Humboldt State University) and  
Dr. Alyson Ma (University of San Diego)**

**April 6, 2020**

For the external review, Drs. Erick Eschker and Alyson Ma visited California State University Sacramento on March 9-10, 2020. In general, we found that the Economics Department is thoughtfully assessing their programs and they have some important decisions ahead of them. Enrollment is a key factor for both the undergraduate and graduate majors, although the circumstances differ.

We were asked to consider the following questions:

1. Are students meeting/what degree are students meeting the program learning outcomes established by the BA Economics and MA Economics. What needs to be maintained and/or improved? Curricular change, assessment change, etc.
2. Are there successes/concerns with admission, retention, or time to degree for the BA Economics and MA Economics? Data aggregation or disaggregation concerns? Subpopulation concerns? Academic Support or Advising Support concerns.
3. Are there operational successes/concerns expressed in the self-study?
4. As a chair or former chair, are there other successes/concerns/planning the program should be considering for the next 6 years?

**BA Degree**

**Question 1:**

It has been well over a decade since the last self-study. The Department expects 100% of the students to achieve at least a score of 2 out of 4 for the program goals, which consist of Written Communication, Oral Communication, Economic Theory, Institutions and Limitations, Critical Thinking, and Quantitative Reasoning. The program goals are assessed through the Econ 145 papers and presentations. On average, the proficient rates are: 88.86% for Written Communication, 87.72% for Oral Communication, 77.80% for Economic Theory, 75.50% for Institutions and Limitations, 91.67% for Critical Thinking, and 95.45% for Quantitative Reasoning. The Department has provided a thoughtful assessment of these outcomes and takes student learning outcomes seriously. They have regularly assessed outcomes for a number of years and have a good plan to assess outcomes in the upcoming years. The faculty recognize a relatively lower level of attainment in “economic theory” and “institutions and limitations.”

One key area in which there was no agreement was the degree to which the rigor should be increased in the Economics major. Some faculty believe that increases in the rigor would make

stronger (and more enthusiastic) students self-select into the major. Other faculty are worried about losing too many students by increasing rigor, especially since maintaining the recent increase in majors depends on whether Business Administration remains impacted or not.

In our discussions with students in one Econ 145 Capstone Course, almost all of the students had clear professional goals, and many are currently interning in related jobs. Students appreciated the “practical” aspects of the Economics Program and were pleased with the quality of instruction.

### **Recommendation 1:**

1. The mission states that “[t]he Bachelor of Arts Program in Economics seeks to help its major students to be successful in their vocational pursuits, participate as useful members of society, and enjoy rewarding personal lives.” This mission should be rephrased as it is not measurable. Then the Department should develop an assessment method for the revised mission.
2. To help with assessment, develop a regular alumni survey that obtains job market success measures, such as types of jobs held by alumni and salaries. An alumni survey would also be helpful in determining whether ECON 145 helps to meet the program goals and an alumni survey could help to guide curricular change. It would also help to raise the participation rate of the exit survey.
3. Streamline the number of Program Learning Outcomes (PLOs) associated with the program goals.
4. Provide a norming workshop for faculty involved in assessing the PLOs as the delivery of the course varies greatly between instructors.
5. We encourage the faculty to develop an action plan for raising proficiency in the “economic theory” and “institutions and limitations” learning outcomes.
6. In a related vein, we encourage the faculty to hold talks about increasing the rigor of the academic program, such as giving a Bachelor of Science option or requiring calculus or revising Math 24 (which apparently no longer teaches calculus). These are tough discussions, but the Department would benefit from weighing the pros and cons of increased rigor.
7. Provide more opportunities for students to learn programming such as ‘R.’
8. Consider increasing the quantitative quality of the program by replacing Stat1/Econ 140 with ECON 140/141 as a requirement for the major. The number of units required would be net neutral while the students would be better prepared for ECON 145.

### **Question 2:**

The enrollment in the BA Economics has more than doubled since 2011 from about 260 to nearly 570 students. The data on the number of students who enter as Freshmen Economics majors (22 in 2015 - Table 3.4.1) or Transfer Economics majors (54 in 2015 - Table 3.4.2) are misaligned relative to the 436 majors in 2014-2105 (Table 3.4.4). In particular, the share of students declaring Economics during their freshman or sophomore year is below 10%. The growth in the number of students declaring a major in Economics after the first two years, largely consists of rejected Pre-Business majors, who do not meet the 2.0 GPA requirement due

to their low grades in the new Economics Pre-major (Econ 1A, 1B, Stat 1, Math 24) and are advised by the Business School to major in Economics as an option to graduate on time. The advising potentially extends the time to degree since these students are not admitted to the Business School because they did not meet the 2.0 GPA requirement in the Economics Pre-major. The time to degree is extended because some of these students repeat the required Economic courses multiple times.

According to the Economics Self Study 2019, 32.3% of students graduate each year with a BA degree. While the graduation rate is relatively low, the metric does not accurately reflect the efforts of the Economics Department to advise students once they declare the Economics major as well as the effort by the Economics Faculty to move the students through required coursework relatively quickly, to complete their bachelor's degrees. Part of the issue is the realities of typical students, who have full work/family lives. Additionally, the tables do not include campus-wide graduation rates, so it is difficult to interpret these numbers.

The students we met noted that they received helpful advising and did not encounter challenges in enrolling in courses. Additionally, some students stated that they were unable to take some electives because a number of the courses were offered at the same time. In our discussions with students, some also mentioned that they felt it would have been fine to take ECON 100A and ECON 100B concurrently, despite advising against it. About half of the students agreed that it would be helpful to take ECON 141 before taking ECON 145. Moreover, the students suggested that the Department focus on one or two statistical programs so that a program learned in one course would carry forward in another course. Having to learn different programs between ECON 140 and ECON 145 impedes their progress. The students also stated that having to take a writing course outside of the major delays their progression to the degree.

### **Recommendation 2:**

1. Align the numbers used to calculate the time to degree for the BA Economics to more accurately measure students that declare the major after the first two years.
2. Put Economics Program graduation rates in context by including graduation rates for the entire Sacramento State University and related disciplines.
3. Greater coordination between the Business School and Economics advising such that students who underperform in the Economics Pre-Major do not major in Economics as the default option to Business and repeat required courses multiple times.
4. Clarify the sequencing of intermediate core theory classes and statistics, so that students know which classes can be taken simultaneously and which patterns should be avoided.
5. Clarifying the sequencing in advising to allow students the opportunity to take ECON 141 before ECON 145.
6. Avoid overlaps in scheduling electives to provide students with more options.
7. Consider using one or two main statistical programs for continuity.
8. Consider providing a writing course in the major, possibly changing ECON 145 into a writing course.

9. Provide undergraduate students more opportunities to engage in the Department as tutors or research assistants.

**Question 3:**

There were concerns about the staffing of ECON 145 as well as the students’ preparation for the course. Part of the uncertainty is due to the impaction at the Business School. Econ 145 was a “point of pride” for many faculty, but in our discussions, some faculty hinted at the large amount of work required to properly teach that class.

Students and staff expressed that it would be helpful to complete their courses (and schedule classes) if the Department has a dedicated computer lab as ECON 140, ECON 141, and ECON 145 all require computer access.

The information compiled by the American Economics Association below, shows that the average salary for an Assistant professor in a MA institution was \$93,438 in the 2017-2019 academic year.

TABLE 1A—NOMINAL 2017–2018 ACADEMIC-YEAR SALARIES OF TENURED OR TENURE-TRACK ACADEMIC ECONOMISTS

	Professor	Associate professor	Assistant professor
<i>Panel A. Mean of institutional means<sup>a</sup></i>			
PhD institutions	\$194,384 (90) [\$58,436]	\$141,743 (87) [\$39,350]	\$123,075 (86) [\$22,135]
MA institutions	\$128,931 (28) [\$27,465]	\$103,194 (26) [\$17,889]	\$93,438 (26) [\$13,335]
BA institutions	\$119,328 (104) [\$28,161]	\$98,231 (87) [\$19,629]	\$85,548 (89) [\$15,301]
<i>Panel B. Median of institutional means</i>			
PhD institutions	\$178,144	\$133,214	\$121,256
MA institutions	\$124,612	\$109,529	\$ 94,975
BA institutions	\$113,940	\$ 95,044	\$ 85,000

Source: <https://pubs.aeaweb.org/doi/pdfplus/10.1257/pandp.108.616>

**Recommendation 3**

1. Provide more FTE for faculty to teach smaller and more sections of Econ 145. Faculty should discuss possible changes to Econ 145 to the degree that some are unhappy with the current setup.
2. Establish a dedicated computer lab for the Department to provide greater access to students and more scheduling options for courses.

3. Raise the faculty salary or other compensation/considerations to align with the market rates for both hiring and retention.

#### **Question 4:**

It appears that a large percent of both existing faculty and even new faculty have left the university. Since 2004, the Department has hired 11 faculty and lost 16 full time tenured and tenure track faculty. The retention issue could be due to a number of different factors. One potential issue is salary since nine faculty left for other career opportunities.

While some faculty thought the department needed to hire more faculty over the next six years, a number of faculty thought that the current number of Tenure Track faculty was sufficient, especially given uncertainty about future enrollments if Business Administration lifts impaction.

One administrator we spoke with asked about reviving the Center for Economic Education. We found little interest in the faculty to bring back this venture. However, faculty had interests in other exciting areas, such as interdisciplinary teaching or more town gown ventures that fit with Sacramento State becoming an “Anchor institution.”

The Self-Study does not really speak to faculty research output. While assessment is generally about student outcomes, and teaching inputs, faculty research benefits students in the classroom (at both the undergraduate and graduate levels).

#### **Recommendation 4**

1. Greater coordination between the Business School and Economics in terms of impaction. This will likely require discussions at the “dean” or “provost” levels. Clearly, impaction decisions in Business impact enrollments in Economics. What is the joint plan for Economics-Business at Sacramento State University?
2. Establish a presence as an anchor institution in Sacramento by creating greater connections with the local and state agencies. Highlight existing and past “town/gown” collaborations and consider new ventures. Involve stakeholders in the local and state agencies in discussions about the curriculum.
3. Compare the Economics program at Sacramento State University to other CSU campuses to obtain more information regarding enrollment, curriculum, salary, job placement, research productivity, etc.

#### **MA Degree**

##### **Question 1:**

It has been over a decade since there was a self-study for the Masters of Arts in Economics degree program. The program is small, with only a handful of students admitted annually in recent years. The Department did pre-, current-, and post-testing of masters students administered in classes. Assessment scores improve as students progress through the program, and almost all scores meet expectations. The Department provides solid assessment

recommendations in 2017 and 2018, and they have aligned learning outcomes with university-wide outcomes.

We spoke with the graduate faculty director, and he told us of recent changes to the program, including creating Econ 200M (math for economists) and requiring Econ 240 Applied research in the first semester.

There is also a lack of consensus as to whether the program should be more theoretical or applied. Some faculty want to increase the rigor of the program.

### **Recommendation 1**

1. A survey of alumni would be very helpful to understand how the curriculum aligns with career goals. How many graduates are looking to enter Phd programs?
2. Continue assessment efforts annually and include as many graduate students as possible in order to increase sample size.

### **Question 2:**

The main issue with the MA program is the low enrollment, and this is recognized universally by the faculty. A number of faculty were in favor of cancelling or suspending the program, while a number of other faculty wanted it to continue. The department has tried various outreach efforts, such as sending the faculty director to possible feeder campuses.

The program is run with evening classes, and most of the students enrolled have full time jobs (often in state government or consulting).

Some faculty discussed a blended program, where undergraduates would take graduate level classes. They could then graduate with an M.A. in less time.

### **Recommendation 2**

1. Decide whether the program should continue. This is a tough discussion, but if the program is to consider, it would benefit from clear department support.
2. Consider enrolling students in alternating years to increase the size of the cohort, or to initial a blended program with the B.A.
3. Work with other MA programs on campus to create an interdisciplinary program.

### **Question 3:**

Many of the faculty appreciate having access to graduate research assistants, and many thought this was a selling point when hiring new faculty.

The graduate faculty director noted the need for a conference room.

### **Recommendation 3**

1. Secure a conference room (perhaps shared) that would allow for graduate students to meet for projects and for other needs.

**Question 4:**

Some faculty noted that the MA program could play a part in the effort to create an anchor institution in Sacramento. Many MA program graduates work for the state or do consulting with the state.

**Recommendation 4**

1. Include local stakeholders in any curriculum revision conversation to prepare students for jobs in the Sacramento community.

Internal Review Report: Economics Program, Department of Economics  
Degrees: BA Economics, MA Economics  
College: Social Science and Interdisciplinary Studies  
Internal Reviewers: Dr. Kimberly A. Gordon Biddle, Child Development Program &  
Dr. Thomas Krabacher, Geography Program

## I. Self-Study

The Economics Program submitted its Self-Study in December, 2019. It consists of 31 pages of text accompanied by 39 pages of appendices and other supporting material. The Program offers two degrees, the undergraduate BA in Economics and the graduate MA in Economics. The mission for the BA is to provide students with a strong foundation in core economic concepts and theory, with quantitative skills, oral and written expression, and cooperative learning are also emphasized. The MA in Economics emphasizes the development analytical and reflective skills to prepare students for careers in applied economics. The previous program review took place in 2004 although the final report was not submitted until 2008. That report contained nine recommendations, two of which were curriculum-related and one that addressed assessment; the remainder focused on program operations. The Self-Study contains the Program's response to each recommendation. Since the time of the review the Program has made changes to both the BA and MA offerings; additional math and statistics requirements have been added to the BA, while the MA curriculum has shifted to a more applied focus.

The Program currently has 15 full-time tenure/tenure-track faculty, more than half of whom were hired since the previous program review. Enrollment in the BA program has increased dramatically from the time of the last program review from 189 to, currently, approximately 650 majors or pre-majors. This has resulted in large part from changes in admission requirements to the Business degree program; students unable to gain admission to that program now often opt to major in Economics.

Student Learning: The Economics Department assesses student attainment of learning goals by means of performance on a series Student Learning Outcomes (SLO) developed for each program.

*BA in Economics:* The BA Assessment of Student Learning is based around student achievement of 10 goals, which in turn is assessed by means of student performance on 30 SLOs. Rubrics for outcomes are in place and take place on a five-year cycle. The Self-Study presents data from and analysis of assessment results going back to 2014.

*MA in Economics:* MA Assessment of Student Learning utilizes Five graduate learning objectives assessed by student performance on 13 SLOs. The learning objectives are aligned with the Institutional Graduate Learning Goals.

Student Success: In accordance with the definition used by both Sacramento State and the CSU system, student success is primarily defined in terms of graduation rates and associated indicators.



*BA in Economics:* The Self-Study provides detailed data, disaggregated by gender and ethnicity, on Admission, retention, and graduation rates.

*MA in Economics:* Similarly, the Self-Study provides detailed data, disaggregated by gender and ethnicity, on Admission, retention, and graduation rates.

The Self-Study provides minimal discussion as to whether student performance as indicated by the data is acceptable or needs improvement. This appears to have been covered in detail, however, during the external consultants' visit and in their report. The Self Study does, however, list six University and 14 community collaborative partnerships to which the Economics Department belongs that aim to improve student success and time to degree.

Operations: The Self Study notes that the Economics Department holds regular meetings and periodic retreat, which provide opportunities for inclusive department and program level planning. Faculty salary and class size issues are identified and a proposed five-year faculty hiring plan needed to maintain program effectiveness is presented.

## II. External Consultant Report:

Dr. Erick Eschker (Professor of Economics, Humboldt State University) and Dr. Alyson Ma (Professor of Economics, University of San Diego) provided a focused, yet thorough, review of the Economics Program. They answered four questions in great detail about the BA and MA degrees. They answered questions about student learning, student success, operations, and other concerns. They made 23 recommendations for the BA degree and 7 for the MA degree. All recommendations are organized by question underneath each degree.

## III. Internal Feedback:

The internal input takes into account both the Self-Study and the External Consultants' Report. As part of the program review the Economics Department will be expected to develop an Action Plan for the next six years to address current challenges facing its programs and to implement its vision for the future. To this end, in addition to those of the external reviewers, the internal subcommittee offers the following suggestions:

- Work with Office of Faculty Advancement and Human Resources to Conduct Exit Interviews of Faculty who resign and utilize their feedback for suggestions on improving faculty retention.
- Report and advertise research and scholarly activity more.
- Work across the College and University to develop a strategy for obtaining dedicated lab space.

### Suggestions regarding the BA program:

- Given the dramatic increase in the number of BA majors over the past decade, the Department should consider, given current faculty size and resources, whether a plan for stabilizing growth in the major.
- Consider making ECON 145 a capstone course with ECON 140 and 141 as prerequisites.

- Work with Writing in the Disciplines and CTL to explore options for making ECON 145 writing intensive.
- Review whether performance levels on measures of student learning and success in the BA program are acceptable and, if not, develop a strategy for improvement.

Suggestions regarding the MA program:

- Consider increasing recruitment efforts by interacting with BA programs at other CSU's and local businesses and organizations.
- Consider making a blended program in consultation with Graduate Studies and Undergraduate Studies where undergraduates can take some graduate courses in the last two semesters and graduate in less time.
- Review whether performance levels on measures of student learning and success in the MA program are acceptable and, if not, develop a strategy for improvement.

Program: Economics MA

College: Social Sciences and Interdisciplinary Studies

Date: 9/2020

**Program Review**

2YR Update

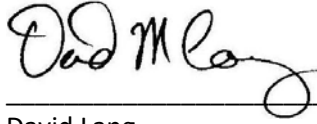
4YR Update

6YR Update

<b>Program Review Finding</b>	<b>2 YR</b>	<b>4 YR</b>	<b>6 YR</b>
Cite self-study (SS), external review (ER), internal review (IR), and/or accreditation documentation	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.	List goal, success indicator, responsible parties, and resource implications.
<b>To Maintain Success</b>			
Address low enrollment: <ul style="list-style-type: none"> <li>• Decide whether the program should continue (ER)</li> <li>• Consider enrolling students in alternating years to increase the size of the cohort (ER)</li> <li>• Consider a blended program with the B.A. (ER)</li> <li>• Work with other MA programs on campus to create an interdisciplinary program (ER)</li> </ul>	Discuss opportunities to enhance sustainability of the MA program, insuring student success and access (Graduate Committee, Faculty)	Increased cohort size for graduate courses adds to sustainability of program and students' shared experiences through diverse class discussions	
Explore options for providing a space for that would allow graduate students with opportunities for meeting to work on projects, meet with peers, mentors etc. (ER)	Strategize regarding how a conference room can be obtained for the use of the Economics department and graduate students (Graduate Coordinator, Dean, Provost, and space management)	Success indicator: Conference room available where graduate students can meet for project collaboration	
<b>To Improve Student Learning</b> (consider university/college goals on learning, research/scholarship, diversity)			
Review whether performance levels on measures of student learning and success in the MA program are acceptable and, if not, develop a strategy for improvement. (IR)	Determine whether changes to MA Assessment policy would improve understanding of student learning and	Revised MA assessment policy implemented, with outcomes informing program decision making to improve	

	success. (Graduate Committee, Faculty)	student learning and success (Graduate Committee, Faculty)	
Continue assessment efforts annually and include as many graduate students as possible in order to increase sample size. (ER)	Assess all Masters Theses (Graduate Committee, Faculty)	Sample size increases as cohort size increases	
<b>To Improve Student Success</b> (consider university/college goals on recruitment, retention, graduation, diversity, engagement)			
Consider making a blended program in consultation with Graduate Studies and Undergraduate Studies where undergraduates can take some graduate courses in the last two semesters and graduate in less time. (IR)	Enhance opportunities for advanced undergraduate students to pursue graduate courses, so they can complete both BA/MA degrees in a timely fashion (Graduate Committee, Faculty, Graduate Studies)	Student learning and success in both BA and MA programs will increase through students who pursue combined BA and MA curriculum	Assessment of both programs should reflect improved student learning and success
Consider increasing recruitment efforts by interacting with BA programs at other CSUs and local businesses and organizations. (IR & SS)	Recruitment of students from a variety of CSUs and businesses would result in a larger and diverse cohort of students, enhancing student learning (Graduate Committee, Faculty)	Student learning and success in the MA program will be enhanced through interaction with a large diverse group of graduate students.	
<b>To Build Partnerships and Resource Development to Enhance the Student Experience</b> (consider university/college goals on university as place, university experience, community engagement)			
Survey alumni to understand how the curriculum aligns with career goals (ER)	Determine feasibility of an annual alumni survey to better understand graduate program strengths and areas for improvement from the perspective of MA alumni, with the goal of making MA	Determine areas for improvement in the curriculum and program, based on MA alumni survey (Graduate Committee, Faculty)	Pursue changes that may improve MA alumni job market success (Graduate Committee, Faculty)

	program changes that improve job market success of our graduates. (OIR, Graduate Committee, Faculty)		
Include local stakeholders in any curriculum revision conversation to prepare students for jobs in the Sacramento community (ER)	Consider options for understanding the perspective of MA employers, with the goal of making MA program changes that improve job market success of our graduates. (Graduate Committee, Faculty)		
<b>To Improve Strategic &amp; Budget and Operational Effectiveness and to Insure Sustainability</b> (consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)			
Faculty Retention: <ul style="list-style-type: none"> <li>• Work with the Dean and Office of Faculty Advancement to explore options for aligning faculty compensation with market rates. (ER &amp; SS)</li> <li>• Work with Office of Faculty Advancement and Human Resources to conduct Exit Interviews of Faculty who resign and utilize their feedback for suggestions on improving faculty retention. (IR)</li> </ul>	As hiring and retention are essential to maintaining quality teaching, research, and continuity for graduate students, explore creative solutions to increase faculty compensation (Faculty, Chair, Dean, and Provost)	Aligning salaries to market rates will aid recruitment and retention efforts of full-time faculty, who will continue the tradition of excellent teaching, research, advising, and outreach	
Report and advertise research and scholarly activity more. (IR)	Display research in the hallway cabinet and discuss research among faculty and with graduate students to enhance collaborative opportunities (Faculty)	Shared ideas lead to increased research collaborations among faculty and between faculty and graduate students, enhancing graduate student learning	



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David Lang  
Chair, Department of Economics

10/02/2020

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Date

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Dianne Hyson  
Dean, Social Sciences and Interdisciplinary Studies

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Date