**INTRODUCTION**

The Economics Assessment Plan/Annual Report is a document that has been created and prepared as part of an alternative assignment for the Spring 2020 semester. The following plan and report originated from the Summer 2019 Assessment Workshop (and, therefore, follows the structure provided in that workshop). Elements from this workshop, including the program mission, vision, and learning outcomes evolved from a collaborative effort between the Economics Faculty.

The Economics Program Assessment Plan is meant to demonstrate the mission and vision of the Economics Program in the broader context of the divisional and university mission and vision. We seek to use this plan to show our program’s alignment to the institutional learning priorities and learning outcomes of the School of Liberal Arts and Sciences. We also use this plan to show how we incorporate our program learning objectives into our courses and how our PLOs are scaffolded throughout our program.

We have identified ways in which we intend to directly and indirectly assess our program and offers potential avenues for expansion into further assessment and tracking. A sample rubric for direct assessment is included. This plan outlines an assessment cycle timeline and recognizes dates to which our assessment pan is tied.

This document was prepared by Christa Marr and still requires review and approval from the other members of the Economics Faculty (Associate Professors Ozge Ozay and Adem Elveren). Review and recommendations from the Economics faculty members along with Director of Assessment Cathy Kaluzny are necessary to finalize the Economic Assessment Plan.

**MISSION**

The mission of the Economics Program is to provide accessible yet rigorous economic education in context through hands-on learning experiences to prepare students as citizens and for professional careers. Students in the Economics Program develop critical thinking skills by learning competing and/or complementary economicschools of thought to explain the world and justify economic policies. The Economics Program emphasizes economic inclusion by recognizing, measuring, and evaluating inequality with respect to race, gender, income and other social stratifiers. Students study how global, national, and local economic forces affect their lives and career options, and how these forces work beyond the realms of markets and trade to interact with social structures and cultural norms.

**VISION**

We are committed to creating and sustaining the conditions that afford all students a transformative experience through an inclusive and accessible education.

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**PART I:**

**INSTITUTIONAL LEARNING PRIORITIES**

The following table illustrates Fitchburg State Universities Institutional Learning Priorities (ILPs)

|  |  |
| --- | --- |
| **ILP Code** | **Institutional Learning Priorities (ILPs)** |
| ILP 1 | Graduates have a deep understanding of the world. |
|  | **Accomplished through:** |
|  | ILP 1A. Foundational Skills and Disciplinary Breadth – Students will demonstrate attainment of the Learning Outcomes of the Liberal Arts and Sciences program. |
|  | ILP 1B. Mastery in a Defined Body of Knowledge – Students will attain the specialized academic objectives of their major or program. |
|  | ILP 1C. Engagement with Campus and Community – Students will develop personal and professional skills, goals, and ethical standards of behavior though co-curricular experiences. |
| ILP 2 | Graduates know how to learn and how to apply their knowledge. |
|  | Accomplished through: |
|  | ILP 2A. Creative and Critical Thinking – Students will use evidence and context to increase knowledge, reason ethically, assess the quality of information, solve problems, and innovate in imaginative ways. |
|  | ILP 2B. Effective Communication – Students will carefully consider and clearly articulate ideas for a range of audiences and purposes in written, spoken, technology-mediated, visual, or other forms of communication. |
|  | ILP 2C. Integrative Learning – Students will apply their breadth and depth of knowledge, skills, and experience to address complex issues. |
| ILP 3 | Graduates are engaged citizens who demonstrate integrity and continuous personal growth. |
|  | Accomplished though: |
|  | ILP 3A. Respect for People and Cultures – Students will appreciate the contributions and needs of diverse individuals and groups and understand themselves in solidarity with others locally, nationally, and globally. |
|  | ILP 3B. Civic Participation in Wider Communities – Students will demonstrate their ability to work within and across communities, to apply their knowledge in the service of others, and to promote social justice. |
|  | ILP 3C. Continuous Learning and Personal Growth – Students will approach the world with confidence and curiosity, appreciate the complex identities of themselves and others, and reflect critically on their experiences throughout life to make informed choices that advance their own well-being and that of the larger community. |

**PART I:**

**LA&S LEARNING OUTCOMES**

The following tables details the Liberal Arts and Sciences Learning Outcomes adopted in a 2019 AUC Proposal (AUC 60) to be implemented starting in Fall 2021.

|  |  |  |
| --- | --- | --- |
| **LO Code** | **LA&S Learning Outcomes (LA&S LOs)** | **Alignment to ILPs** |
| LA&S 1 | ***Foundations for Lifelong Learning***  Lifelong learning is undertaken on an ongoing basis with the aim of improving knowledge, skills and competence (AAC&U LEAP rubric). Fitchburg State students will build a foundation for ongoing learning by developing the following skills:   * 1. ***Information Literacy***: Recognize what information is needed and have the ability to locate, evaluate, and use that information effectively and ethically.   2. ***Quantitative Reasoning***: analyze and interpret mathematical information as a means to evaluate arguments and make informed choices.   3. ***Reading***: Read to extract and construct meaning through interaction and involvement with written language and other media.   4. ***Speaking and Listening***: Develop and apply skills for communicating effectively in any spoken or signed language, in order to disseminate knowledge, reach a broader audience, and foster understanding.   5. ***Writing***: Craft original texts to develop and express ideas working with different media including words, data and images. | ILP 3C  ILP 1A, 2A  ILP 1A,2A  ILP 1A, 2A  ILP 1A, 2B  ILP 1A, 2B |
| LA&S 2 | ***Critical and Creative Thinking Across the Curriculum***  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, while creative thinking is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way (AAC&U LEAP VALUE rubrics). Fitchburg State students will engage in Critical and Creative thinking in a variety of ways across the Liberal Arts and Sciences disciplines:  2.1 ***Fine Arts Expression and Analysis:*** Articulate, by engaging with art, music, or theater, an understanding of the expressive languages and the technical analysis of their relation to specific cultural, historical and theoretical contexts.  2.2 ***Civic Learning:*** Articulate the values associated with democratic and public institutions in the context of local, national, and global perspectives, and begin to develop practical skills and knowledge required for engaged citizenship to address issues such as social justice and inequality.  2.3 ***Diverse Perspectives:*** Describe and critically examine how different cultural and intellectual frameworks shape our social reality through comparative study of diverse socio-cultural institutions and practices in local or global contexts.  2.4 ***Ethical Reasoning:*** Develop their ability to think critically about right and wrong human conduct, assess their own ethical values, recognize ethical issues across a variety of contexts, think about how different ethical values and perspectives might be applied to ethical dilemmas, and consider the ethically relevant ramifications of alternative actions or policies.  2.5 ***Historical Inquiry and Analysis:*** Engage with an answer questions about the past by evaluating historiographical interpretations; identifying contextualizing, and critically reading historical evidence; and considering the relevance of chronology, causation, and perspective.  2.6 ***Literacy Inquiry and Analysis:*** Engage with and answer questions associated with diverse literary texts in relation to historical periods, themes, genres, and/or critical theories using literary analysis, critical evaluation, and theoretical interpretations.  2.7 ***Personal Wellness:*** Develop effective strategies to enhance personal wellness by applying physical, nutritional and behavioral strategies to improve the quality or state of being healthy in body and mind.  2.8 ***Procedural and Logical Thinking:*** Using a rational, systematic procedure to arrive at conclusions, examine or build underlying patterns and structures, or deduce further information.  2.9 ***Scientific Inquiry and Analysis:*** Engage with and answer questions about the natural, and physical worlds using scientific practices including collecting, analyzing and interpreting data. | ILP 2A  ILP 1A,2A  ILP 1A, 2A,3B  ILP 1A, 2A,3A, 3B  ILP 1A, 2A  ILP 1A, 2A  ILP 1A, 2A  ILP 1A  ILP 1A, 2A  ILP 1A, 2A |
| LA&S 3 | ***Integrating and Applying LA&S Learning***  Fitchburg State students will integrate and apply what they learn in the LA&S curriculum:  3.1 ***Integrative Learning***: Integrate and apply knowledge from different disciplines and experiences to solve problems. | ILP 1A, 1C, 2C |

**PART I:**

**PROGRAM LEARNING OUTCOMES**

The following states the Economics Program Learning Outcomes as developed in the Summer 2019 Assessment Workshop and refined for this assessment plan.

1. Students will be able to critically analyze and evaluate issues in local, national, and global economic life using evidence-based arguments
2. Students will be able to articulate economic models in a multidisciplinary context
3. Students will be able to demonstrate understanding key economic concepts
   1. through quantitative reasoning
   2. through written communication
4. Students will be able to apply economic theory through experiential learning
5. Students will be able to communicate economic ideas effectively
   1. through the use of statistical analysis
   2. through the use of writing
   3. through the use of oral skills
6. Students will be able to identify assumptions and assess implications of diverse economic perspectives

**PART I:**

**COURSE LEARNING OUTCOMES**

The following lists the learning outcomes in each of the economics courses published in the most recent course syllabi.

ECON1100: Principles of Macroeconomics

1. Distinguish between macroeconomic and microeconomic issues.
2. Describe the mechanisms of supply and demand for a particular market.
3. Describe how to calculate Gross Domestic Product (GDP), unemployment rate, inflation rate.
4. Describe how fiscal and monetary policies work.
5. Describe Keynesian Aggregate Demand/Aggregate Supply (AD/AS) model explanation of national output determination.

ECON1200: Principles of Microeconomics

1. Communicate using economic language and principles such as “supply and demand” or “marginal analysis.”
2. Apply economic theory and models using graphs, calculations, and written communication
3. Identify how individuals/households and firms interact in various market structures to determine market outcomes through simulations and applications
4. Analyze the efficiency and equity implications of government interference in markets
5. Connect theoretical concepts introduced in class and real world issues, events, and behaviors.
6. Demonstrate understanding of the insight and limits of our models

ECON2005: Game Theory

1. Find out effective strategies for agents in strategic situations to address social issues.
2. Analyze the main assumptions and limitations of rational choice theory from multiple behavioral and social perspectives.
3. Cross disciplinary boundaries to reveal new patterns and connections that reframe knowledge.
4. Analyze the assumptions and actions of society from multiple perspectives.
5. Develop and apply appropriate quantitative problem solving skills in the context of various economic and social issues.

ECON2010: Political Economy of Gender

1. Students will demonstrate understanding of current developments in economics of gender
2. Students will demonstrate understanding of gender division of labor in paid and unpaid spheres, gendered patterns of employment and unemployment, segregation and discrimination in labor markets, gender wage gap, gender inequalities in ownership of assets such as land, access to resources such as credit, and feminization of poverty.
3. Students will analyze feminist approaches to the field of economics that aims to incorporate gender into economics at the macro and micro levels.
4. Students will be able to critically assess race, class and ethnicity and other important categories of economic analysis that connect to and work alongside gender **in a multidisciplinary framework**.

ECON2140: US Economic History

1. Describe reasons for key developments in American economic history;
2. Explain the connection between the economy, government policy and work over time;
3. Think creatively and with complexity about the implication of economic developments for upward mobility, social and cultural influence, and politics;
4. Connect key theories and ideas about how the economy works to specific historical contexts;
5. Communicate intelligently and with information about the variety of experiences with capitalism and its development;
6. Read the landscape of American cities and towns to apply the economic past to the future potential of these spaces;
7. Engage with the creativity and risk-taking of past entrepreneurs and consider how these developments came about;
8. Produce engaging, intelligent interpretations of physical artefacts of economic history accessible to a general audience.

ECON2400: Money and Banking

1. Display an understanding of news relating to monetary policies reported in such publications as The Wall Street Journal or the Economist,
2. Discuss how banks and other financial institutions create money and allocate credit,
3. List and describe the factors that affect the equilibrium interest rate in the bond market.
4. Apply techniques related to interest rate calculations,
5. Describe the causes and consequences of the global financial crisis of 2007-2009,
6. Identify the factors that affect the monetary base and discuss their effects on the Federal Reserve’s balance sheet.

ECON2500: Economic Development

1. Students will be able to demonstrate understanding of and describe economic development within the context of major problems such as poverty, inequality, population growth, the impact of very rapid urbanization and expansion of megacities, environmental decay along with the twin challenges of government failure and market failure.
2. Students will be able to critically analyze economic underdevelopment and the interaction between developed and developing countries.

ECON2600: Public Finance

* + 1. Analyze basic economic models related to public finance such (i.e. economic welfare);
    2. Critically assess and discuss current economic issues related to government’s role in the economy;
    3. Define, quantify, and graphically represent key public finance concepts such as but not limited to public goods, externalities, the free-rider problem, median voter theorem, subsidies, and pigouvian taxes;
    4. Exemplify different types of government interventions in the economy (i.e taxation) and identify their use in the real world;
    5. Identify and critically access the societal costs and benefits related to the imposition of a tax or other government tools of intervention;
    6. Describe the effects of taxation graphically, in words, and mathematically on labor supply decisions;
    7. Explain the political economy aspects of public finance in a multidisciplinary context such as how different levels of government interact as well as the strategies that can be taken to combat these behaviors;
    8. Describe and model the US taxation and budgeting system and identify the main areas of spending using individual and firm tax records along with economic data.

ECON3000: History of Economic Thought

1. Students will be able to assess the continuity and discontinuity between classical political economy, neoclassical economics, Keynesian, the Post-Keynesian Economics, and other contemporary diversity in economic thought.
2. Students will be able to discuss the links between the evolution of Western economies and the emergence of economics as a distinct discipline.
3. Students will be able to define and discuss the mercantilist, early institutionalist, and heterodox schools of economics, including Marxian theory, which have challenged mainstream economics.
4. Students will be able to trace the development of neoclassical marginalism, and to identify the areas of agreement and disagreement between the classical and neoclassical approaches in economics.
5. Students will be able to discuss the historical context and content of the Keynesian revolution, as well as the subsequent developments and criticisms of Keynesianism.

ECON3002: Basic Data Skills

1. Students will be able to locate and download major economic data sets.
2. Students will be able to modify and organize the data sets and present the numerical, graphical, and descriptive statistics of the data set.
3. Students will be able to write a short policy debate report in economics.

ECON3550: International Microeconomics

1. Discuss different trade theories that have been developed historically
2. Demonstrate comparative advantage of a country in 2 country 2 goods framework
3. Demonstrate how trade allows a country to consume beyond its ability to produce.
4. Discuss how the Stopler-Samuelson theory explains gains from trade.
5. Examine the process of intra-industry trade with real data sets
6. Distinguish tariffs and other import restrictions

ECON3650: Intermediate Macroeconomics

1. Calculate various macroeconomic indicators, multipliers, solve various economic models namely the IS-LM model, and the IS-LM-PC model.
2. Apply the course materials to historical and current macroeconomic problems.
3. Research the values of current macroeconomic indicators and variables.

ECON3660: Intermediate Microeconomics

1. Quantify microeconomic models and methodologies and apply them to economic issues
2. Explain consumer and producer optimizing behavior under various conditions
3. Identify conditions under which market behavior leads to inefficient outcomes and assess societal costs and benefits
4. Demonstrate understanding of the insight and limits of our models
5. Connect theoretical concepts introduced in class to real world issues, behaviors and between disciplines in applications, writing and discussions
6. Demonstrate understanding of economic models and variant outcomes by engaging in experiments

ECON3700: Econometrics

1. Test economic theories using econometric methods by developing hypotheses relevant to general economic or policy question.
2. Demonstrate understanding of economic theory through the use of data.
3. Explain econometric findings and significance in context.
4. Conduct and present, either in writing or in a class presentation, results from a multivariate statistical analysis using appropriate econometric techniques.
5. Use statistical software to analyze data and perform econometric analyses.
6. Identify problems in data analysis and interpretation arising from methodological or data problems.

GEOG3000: Geographic Economic Systems

1. Recognize and explain the causes and patterns of spatial economic systems
2. Display competency in using the ArcGIS software by mapping economic systems and patterns
3. Compare the historical development of the capitalist economy to the contemporary geography and spatial organization of production and consumption on a local to global scale
4. Analyze the processes that constitute globalization and the connections between economic, political, and social processes shaping our globe
5. Evaluate global economic restructuring by analyzing local and regional economic policies
6. Understand the origin and geography of spatial inequality as it relates to specific groups including but not limited to workers, gender, and people of specific ethnicities.

ECON4000: Economics Senior Seminar

1. Demonstrate mastery of the skills needed to earn a degree in economics
2. Engage in individual economic research

**PART II.**

**CURRICULUM MAPPING PROGRAM LEARNING OUTCOMES IN OUR COURSES**

The following tables map our ***program*** learning outcomes into our courses using their respective ***course*** learning outcomes (*see Part I: Course Learning Outcomes*).

1. Students will be able to critically analyze and evaluate issues in local, national, and global economic life using evidence-based arguments

|  |  |
| --- | --- |
| **Course** | **Course LO** |
| ECON1100: Principles of Macroeconomics | LO3 |
| ECON1200: Principles of Microeconomics | LO4 |
| ECON2005: Game Theory | LO1 |
| ECON2010: Political Economy of Gender | LO1, LO2, LO3, LO4 |
| ECON2140: US Economic History | LO1, LO3, LO5 |
| ECON2400: Money and Banking | LO5 |
| ECON2500: Economic Development | LO1, LO2 |
| ECON2600: Public Finance | LO1 |
| ECON3000: History of Economic Thought | LO4 |
| ECON3002: Basic Data Skills | LO3 |
| ECON3550: International Macroeconomics | LO3 |
| ECON3650: Intermediate Macroeconomics | LO1 |
| ECON3660: Intermediate Microeconomics | LO3, LO5 |
| ECON3700: Econometrics | LO1, LO3 |
| GEOG3000: Geographic Economic Systems | LO5 |
| ECON4000: Economics Senior Seminar | LO1, LO2 |

1. Students will be able to articulate economic models in a multidisciplinary context

|  |  |
| --- | --- |
| **Course** | **Course LO** |
| ECON1100: Principles of Macroeconomics | LO4 |
| ECON1100: Principles of Macroeconomics | LO3, LO5 |
| ECON2005: Game Theory | LO3 |
| ECON2010: Political Economy of Gender | LO4 |
| ECON2140: US Economic History | LO2, LO3, LO4 |
| ECON2500: Economic Development | LO1 |
| ECON2600: Public Finance | LO7 |
| ECON3000: History of Economic Thought | LO5 |
| ECON3002: Basic Data Skills | LO2 |
| ECON3550: International Macroeconomics | LO1 |
| ECON3650: Intermediate Macroeconomics | LO2 |
| ECON3660: Intermediate Microeconomics | LO5 |
| ECON3700: Econometrics | LO3, LO6 |
| GEOG3000: Geographic Economic Systems | LO3, LO4, LO6 |

1. Students will be able to demonstrate understanding key economic concepts

|  |  |
| --- | --- |
| **Course** | **Course LO** |
| ECON1100: Principles of Macroeconomics | LO1, LO2, LO4, LO5 |
| ECON1200: Principles of Microeconomics | LO1, LO3, LO6 |
| ECON2005: Game Theory | LO2 |
| ECON2010: Political Economy of Gender | LO2 |
| ECON2140: US Economic History | LO4 |
| ECON2400: Money and Banking | LO2, LO3 |
| ECON2600: Public Finance | LO1 |
| ECON3000: History of Economic Thought | LO1, LO2, LO3 |
| ECON3002: Basic Data Skills | LO3 |
| ECON3550: International Macroeconomics | LO3, LO6 |
| ECON3650: Intermediate Macroeconomics | LO3 |
| ECON3660: Intermediate Microeconomics | LO2, LO4, LO4, LO6 |
| ECON3700: Econometrics | LO1 |
| GEOG3000: Geographic Economic Systems | LO1 |
| ECON4000: Economics Senior Seminar | LO1, LO2 |

* 1. through the use of quantitative reasoning

|  |  |
| --- | --- |
| **Course** | **Course LO** |
| ECON1100: Principles of Macroeconomics | LO3 |
| ECON1200: Principles of Microeconomics | LO2 |
| ECON2005: Game Theory | LO5 |
| ECON2400: Money and Banking | LO4 |
| ECON2600: Public Finance | LO3, LO6 |
| ECON3002: Basic Data Skills | LO2 |
| ECON3550: International Macroeconomics | LO2 |
| ECON3650: Intermediate Macroeconomics | LO1 |
| ECON3660: Intermediate Microeconomics | LO1 |
| ECON3700: Econometrics | LO3 |

1. Students will be able to apply economic theory through experiential learning

|  |  |
| --- | --- |
| **Course** | **Course LO** |
| ECON1100: Principles of Macroeconomics |  |
| ECON1200: Principles of Microeconomics | LO3 |
| ECON3700: Econometrics | LO1 |
| ECON2005: Game Theory | LO1 |
| ECON2140: US Economic History | LO7 |
| ECON2400: Money and Banking | LO1 |
| ECON2600: Public Finance | LO8 |
| ECON3002: Basic Data Skills | LO1 |
| ECON3550: International Macroeconomics | LO5 |
| ECON3650: Intermediate Macroeconomics | LO3 |
| ECON3660: Intermediate Microeconomics | LO6 |
| ECON3700: Econometrics | LO1 |
| GEOG3000: Geographic Economic Systems | LO1, LO4, LO5 |
| ECON4000: Economics Senior Seminar | LO2 |

1. Students will be able to communicate economic ideas effectively
   1. through the use of statistical analysis

|  |  |
| --- | --- |
| **Course** | **Course LO** |
| ECON2600: Public Finance | LO8 |
| ECON3002: Basic Data Skills | LO1, LO2 |
| ECON3550: International Macroeconomics | LO5 |
| ECON3650: Intermediate Macroeconomics | LO3 |
| ECON3700: Econometrics | LO1, LO5, LO6 |
| GEOG3000: Geographic Economic Systems | LO2 |
| ECON4000: Economics Senior Seminar | LO2 |

* 1. through the use of writing

|  |  |
| --- | --- |
| **Course** | **Course LO** |
| ECON1100: Principles of Macroeconomics | LO2, LO4, LO5 |
| ECON1200: Principles of Microeconomics | LO1 |
| ECON2005: Game Theory | LO2 |
| ECON2010: Political Economy of Gender | LO3, LO4 |
| ECON2140: US Economic History | LO5,LO8 |
| ECON2400: Money and Banking | LO2,LO3, LO5 |
| ECON2500: Economic Development | LO1 |
| ECON2600: Public Finance | LO6, LO7, LO8 |
| ECON3000: History of Economic Thought | LO1 |
| ECON3550: International Macroeconomics | LO1, LO3 |
| ECON3660: Intermediate Microeconomics | LO3, LO5 |
| ECON3700: Econometrics | LO4 |
| GEOG3000: Geographic Economic Systems | LO4, LO5, LO6 |
| ECON4000: Economics Senior Seminar | LO2 |

* 1. through the use of oral skills

|  |  |
| --- | --- |
| **Course** | **Course LO** |
| ECON1100: Principles of Macroeconomics | LO2, LO4, LO5 |
| ECON1200: Principles of Microeconomics | LO1 |
| ECON2010: Political Economy of Gender | LO4 |
| ECON2140: US Economic History | LO2, LO5 |
| ECON2400: Money and Banking | LO2, LO5 |
| ECON2500: Economic Development | LO1 |
| ECON2600: Public Finance | LO2, LO3, LO5 |
| ECON3000: History of Economic Thought | LO2, LO3, LO5 |
| ECON3550: International Macroeconomics | LO1, LO4 |
| ECON3660: Intermediate Microeconomics | LO2, LO5 |
| ECON3700: Econometrics | LO3 |
| GEOG3000: Geographic Economic Systems | LO1 |
| ECON4000: Economics Senior Seminar | LO1, LO2 |

1. Students will be able to identify assumptions and assess implications of diverse economic perspectives

|  |  |
| --- | --- |
| **Course** | **Course LO** |
| ECON1100: Principles of Macroeconomics | LO2, LO4 |
| ECON1200: Principles of Microeconomics | LO4 |
| ECON2005: Game Theory | LO1 |
| ECON2010: Political Economy of Gender | LO2 |
| ECON2140: US Economic History | LO3, LO6, LO7 |
| ECON2400: Money and Banking | LO5 |
| ECON2500: Economic Development | LO1, LO2 |
| ECON2600: Public Finance | LO2, LO3, LO5 |
| ECON3000: History of Economic Thought | LO1 |
| ECON3550: International Macroeconomics | LO1 |
| ECON3650: Intermediate Macroeconomics | LO2 |
| ECON3660: Intermediate Microeconomics | LO3, LO4 |
| ECON3700: Econometrics | LO6 |
| GEOG3000: Geographic Economic Systems | LO6 |
| ECON4000: Economics Senior Seminar | LO1, LO2 |

**PART II:**

**LEVEL OF INTEGRATION OF PROGRAM LEARNING OUTCOMES INTO COURSE LEARNING OUTCOMES**

The purpose of this table is to demonstrate the level at which our program learning outcomes appear in our courses. The scale ranges from the PLO being introduced to the PLO being fulfilled and assessed. Therefore, the table allows us to distinguish between the advancement of the PLO in our courses and verify that our courses scaffold our program learning outcomes. It also demonstrates the consistent integration of the PLOs into our courses.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course** | **PLO 1** | **PLO 2** | **PLO 3** | **PLO 3A** | **PLO 4** | **PLO 5A** | **PLO 5B** | **PLO 5C** | **PLO 6** |
| ECON1100: Principles of Macroeconomics | 1 | 1 | 1 | 1 | 1 |  | 1 | 1 | 1 |
| ECON1200: Principles of Microeconomics | 1 | 1 | 1 | 1 | 1 |  | 1 | 1 | 1 |
| ECON2005: Game Theory | 2 | 3 | 2 | 2 | 2 |  |  |  | 2 |
| ECON2010: Political Economy of Gender | 2 | 3 | 2 |  |  |  | 2 |  | 2 |
| ECON2140: US Economic History | 2 | 3 | 2 |  | 2 |  | 2 | 2 | 2 |
| ECON2400: Money and Banking | 2 | 2 | 2 |  | 2 |  | 2 | 2 | 2 |
| ECON2500: Economic Development | 2 | 2 | 2 |  |  |  | 2 | 2 | 2 |
| ECON2600: Public Finance | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| ECON3000: History of Economic Thought | 2 | 2 | 2 |  |  |  | 2 | 2 | 3 |
| ECON3002: Basic Data Skills | 2 | 2 | 2 | 2 | 2 | 1 | 2 |  |  |
| ECON3550: International Macroeconomics | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| ECON3650: Intermediate Macroeconomics | 2 | 2 | 2 | 2 | 2 | 1 | 2 |  | 2 |
| ECON3660: Intermediate Microeconomics | 2 | 2 | 2 | 2 | 2 |  | 2 | 2 | 2 |
| ECON3700: Econometrics | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| GEOG3000: Geographic Economic Systems | 2 | 3 | 2 |  | 2 | 2 | 2 | 2 | 2 |
| ECON4000: Economics Senior Seminar | 3/A | 3/A | 3/A | 3/A | 3/A | 3/A | 3/A | 3/A | 3/A |

**SCALE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | A |
| Not Addressed | Introducing | Broadening | Fulfilling | Assessed for Program |

**PART II:**

**ALIGNING PROGRAM LEARNING OUTCOMES WITH INSTITUTIONAL LEARNING PRIORITIES AND LA&S LEARNING OUTOMES**

Our program is resolved to uphold the institutional learning priorities (ILPs\_ of Fitchburg State and emphasize the learning outcomes (LOs) of the School of Liberal Arts and Sciences. We demonstrate this in the table below by aligning our program learning outcomes with the ILPs and LA&S Los.

Beyond program learning outcomes, we find that our mission and vision articulate all institutional learning priorities to give our graduates a deep understanding of the world, the ability to learn and apply their knowledge, and create engaged citizens who demonstrate integrity and personal growth. The institutional learning priorities are overtly evident in our program learning outcomes as demonstrated above.

|  |  |  |  |
| --- | --- | --- | --- |
| **PLO #** | **PLO** | **Alignment to ILPs** | **Alignment to LA&S LOs** |
| 1 | Students will be able to critically analyze and evaluate issues in local, national, and global economic life using evidence-based arguments | ILP2A, ILP3C | LAS2.2, LAS 2.4, LAS2.8 |
| 2 | Students will be able to articulate economic models in a multidisciplinary context | ILP2C, ILP3A | LAS2.3, LAS2.5, LAS3.1 |
| 3 | Students will be able to demonstrate understanding key economic concepts | ILP1A, ILP1B | LAS2.8 |
| 3a | through quantitative reasoning |  | LAS1.2 |
| 4 | Students will be able to apply economic theory through experiential learning | ILP1C, ILP2C, ILP3B | LAS2.9, LAS3.1 |
| 5 | Students will be able to communicate economic ideas effectively | ILP2B, ILP3B, ILP3C | LAS2.8 |
| 5a | through the use of statistical analysis |  | LAS2.9 |
| 5b | through the use of writing |  | LAS1.5, LAS2.6 |
| 5c | through the use of oral skills |  | LAS1.4 |
| 6 | Students will be able to identify assumptions and assess implications of diverse economic perspectives | ILP3A, ILP3C | LAS2.3, LAS2.4 |

Further, our program is strongly aligned to the Liberal Arts and Sciences Learning Outcomes. We work not only to enhance our students skills and abilities in foundational skills such as quantitative reasoning but also strive to achieve a variety of outcomes for our students to critically and creatively think across disciplines by considering diverse perspectives, ethically reasoning, using procedural and logical thinking through use of economic models, among others.

**PART III:**

**ASSESSMENT**

To directly assess our program, we will use research papers from our capstone economics course (ECON4000: Economics Senior Seminar) and evaluate them using components of the AAC&U Value Rubrics (see: Sample Rubric). The capstone course is currently offered every other year to minors and majors in their third or fourth year due to our program size. In order to assess our program annually, we will also disseminate a survey each year to third and fourth year majors and minors to indirectly assess our program. We will also consider input from an external examiner of our program at the end of every five year assessment cycle.

The economics program has also identified performance measures for change or improvement using Student Success Collaborative (SSC) Data. We will track course enrollments, minors, and majors each semester. Our goal is to increase enrollments (or remain constant at full capacity) and increase economic minors. As we move forward, we will identify additional uses of the SSC data to track, for instance, freshman retention, bottleneck courses, graduation rates, average time through program completion and/or at-risk student retention.

**PART III:**

**DIRECT ASSESSMENT**

The following tables outlines how we plan to directly assess the economics program. As stated, we will use our capstone course (ECON4000: Economics Senior Seminar) which is offered every other year.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PLO #** | **PLO** | **Assessment description (written project, oral presentation with rubric, etc.)** | **Timing of Assessment (annual, semester, bi-annual, etc.)** | **When assessment is to be administered in student program (internship, 4th year, 1st year, etc.)** | **To which students will assessments be administered (all, only a sample, etc.)** | **What is the target set for the PLO? (criteria for success)** |
| 1 | Students will be able to critically analyze and evaluate issues in local, national, and global economic life using evidence-based arguments | Assessment of student research papers with a standardized rubric | Bi-Annual (Capstone course is only offered every other year) | ECON4000: Economics Senior Seminar (3rd or 4th year) | All | At least 80% developed or highly developed |
| 2 | Students will be able to articulate economic models in a multidisciplinary context | Assessment of student research papers with a standardized rubric | Bi-Annual | ECON4000: Economics Senior Seminar (3rd or 4th year) | All | At least 80% developed or highly developed |
| 3 | Students will be able to demonstrate understanding key economic concepts | Assessment of student research papers with a standardized rubric | Bi-Annual | ECON4000: Economics Senior Seminar (3rd or 4th year) | All | At least 80% developed or highly developed |
| 3a | through quantitative reasoning | Assessment of student research papers with AAC&U Quantitative Reasoning rubric | Bi-Annual | ECON4000: Economics Senior Seminar (3rd or 4th year) | All | At least 80% developed or highly developed |
| 4 | Students will be able to apply economic theory through experiential learning | Assessment of student research papers with a standardized rubric | Bi-Annual | ECON4000: Economics Senior Seminar (3rd or 4th year) | All | At least 80% developed or highly developed |
| 5 | Students will be able to communicate economic ideas effectively | Assessment of student research papers with a standardized rubric | Bi-Annual | ECON4000: Economics Senior Seminar (3rd or 4th year) | All | At least 80% developed or highly developed |
| 5a | through the use of statistical analysis | Assessment of student research papers with a standardized rubric | Bi-Annual | ECON4000: Economics Senior Seminar (3rd or 4th year) | All | At least 80% developed or highly developed |
| 5b | through the use of writing | Assessment of student research papers with a standardized rubric | Bi-Annual | ECON4000: Economics Senior Seminar (3rd or 4th year) | All | At least 80% developed or highly developed |
| 5c | through the use of oral skills | Assessment of student research papers with a standardized rubric | Bi-Annual | ECON4000: Economics Senior Seminar (3rd or 4th year) | All | At least 80% developed or highly developed |
| 6 | Students will be able to identify assumptions and assess implications of diverse economic perspectives | Assessment of student research papers with a standardized rubric | Bi-Annual | ECON4000: Economics Senior Seminar (3rd or 4th year) | All | At least 80% developed or highly developed |

**PART III.**

**SAMPLE ASSESSMENT RUBRIC**

In order to assess our program using research papers from the capstone course, we will use a rubric. Below is a sample of how such a rubric will look using only the top criterion (Highly Developed). Our intention is to assess over four categories in the rubric (Highly Developed, Developed, Emerging and Initial). The sample rubric uses various AAC&U value rubrics in order to assess our program learning outcomes. The final rubric used for direct assessment will be finalized based on a collaborative work of the economics faculty (See Part IV: Assessment Cycle Timeline)

***\*This sample rubric used criterion from Milestone (3) only in the AACU rubrics. We intend this to be our “Capstone” criterion.***

|  |  |  |  |
| --- | --- | --- | --- |
| **PLO #** | **PLO** | **HIGHLY DEVELOPED** | **SOURCE ( VALUE RUBRIC)** |
| 1 | Students will be able to analyze and evaluate issues in economic life using evidence-based arguments | 1. Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. ##Evaluates the global impact of one’s own and others’ specific local actions on the natural and human world. 2. Identifies multiple approaches for solving the problem, only some of which apply within a specific context. 3. Proposes one or more solutions/ hypotheses that indicates comprehension of the problem. Solutions/ hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem. 4. Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner. Reviews results relative to the problem defined with some consideration of need for further work. 5. Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. | CRITICAL THINKING, GLOBAL DIVERSITY, PROBLEM SOLVING |
| 2 | Students will be able to articulate economic models in a multidisciplinary context | 1. Analyzes knowledge (facts, theories, etc.) from one's own academic study/ field/ discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government. 2. Analyzes major elements of global systems, including their historic and contemporary interconnections and the differential effects of human organizations and actions, to pose elementary solutions to complex problems in the human and natural worlds. 3. Independently connects examples, facts, or theories from more than one field of study or perspective. | CIVIC ENGAGEMENT, GLOBAL DIVERSITY, INTEGRATED LEARNING |
| 3 | Students will be able to demonstrate understanding key economic concepts | 1. Having selected from among alternatives, develops a logical, consistent plan to solve the problem. 2. Student can name the major theory or theories she/ he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies. 3. Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study. 4. Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | CREATIVE THINKING, ETHICAL REASONING, INTEGRATED LEARNING |
| 3A | through quantitative reasoning | 1. Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph. 2. Competently converts relevant information into an appropriate and desired mathematical portrayal. 3. Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.. 4. Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate. 5. Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven. | QUANTITATIVE LITERACY |
| 4 | Students will be able to apply economic theory through experiential learning | 1. Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. 2. Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/ theories/ frameworks of fields of study. 3. Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events. | TEAMWORK, FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING, INTEGRATIVE LEARNING |
| 5 | Students will be able to communicate economic ideas effectively | 1. Synthesizes ideas or solutions into a coherent whole. 2. Student can independently (to a new example) apply ethical perspectives/ concepts to an ethical question, accurately, but does not consider the specific implications of the application. 3. Explores a topic in depth, yielding insight and/ or information indicating interest in the subject. 4. Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. 5. Proposes one or more solutions/ hypotheses that indicates comprehension of the problem. | CREATIVE THINKING, CRITICAL THINKING, PROBLEM SOLVING |
| 5A | through the use of statistical analysis | 1. Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for. 2. Organizes evidence to reveal important patterns, differences, or similarities related to focus. 3. States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. Discusses relevant and supported limitations and implications. 4. Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. 5. Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work | INFORMATION LITERACY, INQUIRY AND ANALYSIS, QUANTITATIVE LITERACY |
| 5B | through the use of writing | 1. Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. 2. Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions. 3. Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources using multiple criteria (such as relevance to the research question, currency, and authority). | WRITTEN COMMUNICATION, READING, INQUIRY AND ANALYSIS |
| 5C | through the use of oral skills | 1. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. 2. Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. 3. 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. 4. Central message is clear and consistent with the supporting material. | ORAL COMMUNICATION |
| 6 | Students will be able to identify assumptions and assess implications of diverse economic perspectives | 1. Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. 2. Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way. 3. Identifies own and others' assumptions and several relevant contexts when presenting a position. 4. Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.) | CIVIC ENGAGEMENT, CREATIVE THINKING, CRITICAL THINKING, INTERCULTURAL KNOWLEDGE |

**PART III:**

**INDIRECT ASSESSMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PLO #** | **PLO** | ***Assessment description (survey, focus group, interviews, etc.)*** | ***When assessment is to be administered*** | ***Who will give indirect feedback*** | ***Criteria for Success or Goal to be Achieved*** |
| 1 | Students will be able to critically analyze and evaluate issues in local, national, and global economic life using evidence-based arguments | *SURVEY administered by Economics Faculty via e-mailed survey link* | *Annual* | *Graduating majors and minors* | *At least 75% report developed or highly developed* |
| *(End of Spring Semester)* |
| 2 | Students will be able to articulate economic models in a multidisciplinary context | *SURVEY administered by Economics Faculty via e-mailed survey link* | *Annual* | *Graduating majors and minors* | *At least 75% report developed or highly developed* |
| *(End of Spring Semester)* |
| 3 | Students will be able to demonstrate understanding key economic concepts | *SURVEY administered by Economics Faculty via e-mailed survey link* | *Annual* | *Graduating majors and minors* | *At least 75% report developed or highly developed* |
| *(End of Spring Semester)* |
| 3a | through quantitative reasoning | *SURVEY administered by Economics Faculty via e-mailed survey link* | *Annual (End of Spring Semester)* | *Graduating majors and minors* | *At least 75% report developed or highly developed* |
| 4 | Students will be able to apply economic theory through experiential learning | *SURVEY administered by Economics Faculty via e-mailed survey link* | *Annual (End of Spring Semester)* | *Graduating majors and minors* | *At least 75% report developed or highly developed* |
| 5 | Students will be able to communicate economic ideas effectively | *SURVEY administered by Economics Faculty via e-mailed survey link* | *Annual (End of Spring Semester)* | *Graduating majors and minors* | *At least 75% report developed or highly developed* |
| 5a | through the use of statistical analysis | *SURVEY administered by Economics Faculty via e-mailed survey link* | *Annual (End of Spring Semester)* | *Graduating majors and minors* | *At least 75% report developed or highly developed* |
| 5b | through the use of writing | *SURVEY administered by Economics Faculty via e-mailed survey link* | *Annual (End of Spring Semester)* | *Graduating majors and minors* | *At least 75% report developed or highly developed* |
| 5c | through the use of oral skills | *SURVEY administered by Economics Faculty via e-mailed survey link* | *Annual (End of Spring Semester)* | *Graduating majors and minors* | *At least 75% report developed or highly developed* |
| 6 | Students will be able to identify assumptions and assess implications of diverse economic perspectives | *SURVEY administered by Economics Faculty via e-mailed survey link* | *Annual (End of Spring Semester)* | *Graduating majors and minors* | *At least 75% report developed or highly developed* |

**PART III:**

**DEPARTMENT PERFORMANCE MEASURE**

The Economics Program tracks data using the Student Success Collaborative (SSC) database to assess the program through the numbers of majors and minors as well as course enrollments. Currently, our goal in the Economics Program is to (1) increase enrollment (or remain at full capacity) while offering a variety of core and elective courses as well as to (2) increase minors so as to demonstrate an interest in and commitment to our program. We also track a change in majors yet this number tends to be small and statistically insignificant over the years.

The following table details our program statistics for the past academic year. We used SSC data along with DegreeWorks to validate our numbers. There is inconsistency in numbers reported. We will look further into the validity of these measures.

***Program Statistics for Summer 2019, Fall 2019, and Spring 2020***

|  |  |  |  |
| --- | --- | --- | --- |
| **Source** | **Majors** | **Minors** | **IBE Concentration** |
| SSC | 18 |  |  |
| DegreeWorks | 56 | 49 | 18 |
| ***Note:*** *10 graduates or transfers in DegreeWorks search* |  |  |  |

***Course Enrollments for Summer 2019, Fall 2019, and Spring 2020***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Source: FSU Registrar seat list*** | **Fall 2019 Enrollment** | **Spring 2020 Enrollment** | **Summer 2019 Enrollment** |
| ECON1100 | 76/75 | 50/50 |  |
| ECON1200 | 74/75 | 74/75 | 15/25 |
| Electives | 69/75 | 62/66 |  |
| Major Requirements\* | 47/50 | 25/25 |  |
| Independent Studies |  |  |  |

In the future, we will recruit additional data to better inform our program. Some measures that we may consider tracking include but are not limited to freshman retention, bottleneck courses, retention of at-risk students, and time through program completion. We hope to use our current measures and any future adoptions to ensure that our students are moving through our program in a timely manner to the best of their ability (and with appropriate resources) while meeting program standards. The economics faculty will continue to work to develop data collection and analysis to achieve these goals.

**PART IV:**

**ASSESSMENT CYCLE TIMELINE**

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT CYCLE** | **GOAL** | **ACADEMIC TERM** |
| YEAR 1 | Create Program Learning Outcomes | ***Fall 2019-Spring 2020*** |
| YEAR 2 | Create Rubrics and Assess LO 1-6 in ECON4000 | ***Fall 2020-Spring 2021*** |
| YEAR 3 | Create survey for Indirect Assessment of LO 1-6 and Disseminate Survey | ***Fall 2021-Spring 2022*** |
| YEAR 4 | Assess LO 1-6 in ECON4000 and Disseminate Survey | ***Fall 2022-Spring 2023*** |
| YEAR 5 | Disseminate Survey | ***Fall 2023-Spring 2024*** |

**PART V:**

**Intended Analysis, Responsibility, and Communication**

As stated in the introduction, the assessment plan still requires review, edits, and approval from Drs. Elveren and Ozay of the Economics Faculty. This plan also needs review by the Director of Assessment Cathy Kaluzny. It is Christa Marr’s responsibility to disseminate this document. Once disseminated, she will incorporate all agreed upon edits to finalize this document. Moving forward, creating rubrics, writing the exit survey and assessing our program using capstone papers will be a joint effort of the Economics Faculty.