

Undergraduate Program-Specific Student Learning Outcome and Success Annual Report

I. Program Information

Program/Department: Economics/EHPS

Department Chair: Dr. Eric Budd

Department Assessment Committee Contact: Dr. Christa Marr

II. Program-Specific Student Learning Outcomes (Educational Objectives) Assessed During This Last Academic Year

List ALL Program-Specific SLOs first, and the assessment timeline (annual or bi-annual) for assessing each program SLO.

Program SLO	Expected Timing of assessment (annual, semester, bi-annual, etc.)
1. Demonstrate mastery of the skills needed to earn a degree in economics	Semester
2. Engage in individual economic research	Semester

III. SLO Assessment

Using the table below, list and briefly describe the direct methods used to collect information assessing whether students are learning the core sets of knowledge (K), skills (S) and attitudes (A) identified as essential.

Dept. SLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 th year, 1 st year, etc.)	To which students were assessments administered (all, only a sample, etc.)
Program SLO #1- Demonstrate mastery of the skills needed to earn a bachelor's degree in economics	<ul style="list-style-type: none"> • <i>Lecture Reflection (8%)</i> <p>Over the course of the semester, we will hear speakers discuss particular fields of economics. As one means of assessments, students will write short reflection papers to demonstrate your understanding of the field, the contribution of the work, and the assumptions made in formulating their particular work. In other cases, students will prepare questions and commentary based on the lectures to fuel both in-class and online discussion forums.</p> <ul style="list-style-type: none"> • <i>Current Events Analysis (10%)</i> <p>Throughout the semester, we introduce current events articles that exemplify real-life applications of economic models and concepts. Students are asked to analyze the articles and demonstrate understanding of the economic concept</p>	4 th Year	Students enrolled in Senior Seminar

	<p>and issue in discussion forums (both online and in class).</p> <ul style="list-style-type: none"> • <i>Classroom Simulations and Portfolio Compilation (5%)</i> <p>Students will review and compile important work (papers, projects, effective assignments, exams) completed throughout the degree in economics for (1) microeconomics, (2) macroeconomics, and (3) field courses.</p> <p>Students will use these to engage in some experimental economics to develop and test economics pedagogy. Students are encouraged to offer extensions to simulations to create more salient demonstrations of core economic models.</p> <ul style="list-style-type: none"> • <i>Comprehensive Quizzes based on the ETS Exam (5%)</i> <p>Throughout the semester, students will be issued quizzes on basic economic concepts set forth in the ETS Economics Exam. A description of the ETS Exam and Sample Questions are posted on the Blackboard page.</p>		
--	---	--	--

	<ul style="list-style-type: none"> • <i>Replication Paper (10%)</i> <p>In preparation for writing your own research paper, students will replicate a predetermined published work. Through this exercise, students will use quantitative and theoretical skills to replicate the author's paper. Further, students will read through the literature review to establish the particular contribution of the work as set forth by the authors as well as identify any shortcomings of the work.</p>		
<p>Program SLO #2: Engage in individual economic research</p>	<ul style="list-style-type: none"> • <i>Final Paper (42%)</i> <p>A final paper of 10-12 pages in length including:</p> <p><i>Thesis Statement</i></p> <p>Students will write a thesis statement complete with a testable hypothesis. The thesis statement should answer the four W's of your research topic (What? Who? Where? When? Why?).</p> <p><i>Literature Review</i></p>		

	<p>With the help of the embedded course librarians, students write a literature review based on their research topic and thesis statement. Students begin by preparing an annotated bibliography and use that as a means to create a fluid review of the literature and identification of your contribution. Students must use at least 10 sources in the paper.</p> <p><i>Data Collection and Data Management using STATA</i></p> <p>I will host data workshops throughout the semester to help students develop your data collection and management skills. Students will then demonstrate these skills as students compile and manage a dataset for their research project.</p> <p><i>Theoretical Model</i></p> <p>Students will derive a basic model that shows the economic theory underlying their research question and hypothesis test. Based on the research question, a student's model may be based on core concepts such as optimization and supply and</p>		
--	---	--	--

	<p>demand. Students' theoretical models should enable one to determine the predictions of the hypothesis test.</p> <p><i>Quantitative Analysis</i></p> <p>Using the data you collected, students will test the hypothesis/hypotheses using the empirical review to assess their own results. Students will also perform a series of robustness checks to assess the strength of results and model. Students will analyze findings, in words, including the magnitude and significance.</p> <ul style="list-style-type: none"> • <i>Presentation(s) (20%)</i> <p>Students will present your paper proposal in class to the economic faculty. The presentation should state your testable hypothesis, general background/motivation, and preliminary ideas for data. The presentation should last 5-7 minutes. Students will receive feedback from classmates and economics faculty.</p> <p>Students are required to present your economics project at Fitchburg State</p>		
--	---	--	--

	<p>University's Undergraduate Research Conference. Students may also choose to present at the University of Massachusetts' Undergraduate Research Conference or an economics conference.</p> <p>*A rubric for both the final paper and oral presentation are issued at the beginning of the semester</p>		
--	--	--	--

IV. Summary of Findings: Briefly summarize the results of the assessments and how do these compare to the goals you have set?

<p>Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)</p>	<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>What changes have been made as a result of using the data/evidence?</p>
<p>Presentation of project to Economics faculty, presentation of project to Fitchburg State University community, performance on ETS exam questions</p>	<p>This summer, the economists will meet to discuss the results and any changes needed based on said results.</p>	<p>To be determined this summer.</p>

V. SSC Data

Indicate a student success performance measure(s) that the department identified as a key measure that it wants to improve. Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score
		Summer 2017: EHPS Retention and Recruitment Committee will determine if there are specific SSC measures to focus on in future.	

VI. Phase I Data

Indicate department success performance measure(s) that the department identified as a key measure that it wants to improve (from phase 1 data).

Number of graduates, number of majors, credit production, substitutions etc.

Department Performance Measure (data point from Phase 1)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score
Number of overall declared majors	Goal to build major	Increase awareness of ECON through Social Media, Web Pages	16/20

VII. Activities and Adjustments to/Deviation from the Department Assessment Plan

Describe any changes in the assessment plan including new SLOs, new assessments.

None