

## Annual Departmental Plan Report

### Program Information

Program/Department: Economics  
Department Chair: Ben Lieberman  
Department Assessment Committee Contact: Christa Marr

*Please be as detailed as possible in your responses. We will use this information to fulfill our NEASC requirements and this report will help with your next Program Review or aid with your external accreditation. This file is to be kept in the department and an electronic file is due to the Director of Assessment by **May 31** each academic year.*

### Program Learning Outcomes (PLOs) (Educational Objectives)

**I. List all PLOs and the timeline for assessment.**

PLO #	PLO – Stated in assessable terms.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Demonstrate mastery of the skills needed to earn a degree in economics	Semester	Spring 2017
2.	Engage in individual economic research	Semester	Spring 2017
3.			
4.			
5.			
6.			

**II. PLO Assessment (Please report on the PLOs assessed and/or reviewed this year, programs should be assessing at least one each year.)**

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

The present Economics PLO Assessment collects data from the Economics Seminar; however, the Economics Seminar is currently offered every other year, and it was not offered during the last academic year. The faculty of the Economics Major will revise the assessment plan to include PLOs that can be assessed annually.

PLO #	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4 <sup>th</sup> year, 1 <sup>st</sup> year, etc.)	To which students were assessments administered (all, only a sample, etc.)	What is the target set for the PLO? (criteria for success)	Reflection on the results: How was the “loop closed”?
2	Individual Research Project	Senior Year	All Participating Students		Revising the Economics Senior Seminar syllabus ahead of submission to AUC to scaffold individual research assignment with inclusion of library and data resources
1	Replication Paper	Senior Year	All Participating Students		Revising the Economics Senior Seminar syllabus ahead of submission to AUC

					to include more tangible and short replication papers to assess a broader range of skills necessary for the Economics degree
1	ETS Economics Quizzes	Senior Year	All Participating Students		Adjust Methods of Teaching on Topics that Demonstrate Particular Weakness with High Impact Practices (i.e. Simulations)

**III. Summary of Findings:** Briefly summarize the results of the PLO assessments reported in Section II above combined with other relevant evidence gathered and show how these are being reviewed/discussed. How are you “closing the loop”?

<b>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)</b>	<b>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</b>	<b>What changes have been made as a result of using the data/evidence? (close the loop)</b>
Capstone course	Biannually by the economics faculty	We have formalized the course (accepted through AUC) and introduced new courses that help

		to better prepare quantitative work (Basic Data Skills) and literacy in fields of the discipline (Economics of Inequality, Game Theory)
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**Assessment Plan for Program/Department**

- I. Insert the program or department Assessment Plan. **Please see the attachment.**
- II. Explain any changes in the assessment plan including new or revised PLOs, new assessments that the program/department plans to implement and new targets or goals set for student success.
- III. If you do not have a plan, would you like help in developing one?

Yes

**University Data**

**I. SSC Data**

Indicate **at least one** Student Success Performance Measure that the department/program has identified for planned change or improvement.

Freshman retention, bottleneck courses, graduation rates, at risk student retention etc.

a. What was the focus this year?

Student Success Measure (data point from SSC)	Implemented Intervention	Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)
Enrollment in Major	Outreach, Publicity, Session with Students	Total of 19 according to SSC

b. What will your focus be for the upcoming year?\*

Student Success Measure (data point from SSC)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or

				<b>Accreditation (yes/no)</b>
Monitoring risk status through SSC (GPA-based)	Ensure students are progressing in the major and more generally toward the degree	Provide resources to improve status which includes (1) a meeting with advisor, (2) awareness and accessibility of resources including but not limited to academic coaching, peer tutoring, content-specific study aids (for economics courses), and/or (3) SMART goal to improve grades	N/A?	No
Monitoring enrollment and retention in the major and the minor	Ensure we are retaining our students and following up on our recruitment efforts	Offer advising meetings/paperwork for students who we have approached but have not submitted this paperwork. Contacting any students who has left or entered the major or minor	N/A?	Yes

\*Note: Programs may wish to monitor or review the same data point over multiple years.

**II. Trend Data**

Indicate **at least one** Department Performance Measure that the program/department identified for change or improvement. Number of graduates, number of majors, credit production, substitutions etc.

a. What was the focus this year?

<b>Department Performance Measure (data point from Trend Data)</b>	<b>Implemented Intervention</b>	<b>Update on Implemented Intervention (i.e. change in target, satisfied with outcome, not satisfied, will continue or not)</b>

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Number of Majors and Minors	Outreach, Publicity, Session with Students, Survey of Students to Explore Interests	The number of majors increased from 16-20
Connections with other Departments and Programs to Explore Course Offerings	Met with Business, Industrial Technology, submitted new courses that may serve Math, Economics, Business and beyond, and participating in the pilot FYE program	Created three new courses that provide services to outside departments. Two of the courses provided designations that are necessary for graduation (SMT, GDNW, CTW).

b. What will be the focus next year?\*

Department Performance Measure (data point from Trend Data)	Rationale for selection	Planned or Implemented Intervention	Current score/ Target Score	This measure was selected because of last Program Review or Accreditation (yes/no)
Course, Major, and/or Minor Enrollment	Continue to Increase Student Enrollment	Outreach, Publicity, Session with Students, Survey of Students to Explore Interests, Campus & Community Events, New Courses	20/20	Yes
Connections within the University and Community	Develop Ways Economics can Serve the Larger University and Community	Explore Ways to Participate in Service Learning through the Crocker Center and other University Resources, Initiate Place-Based Research with Student Participation and Collaboration	0/1	No

\*Note: Programs may wish to monitor or review the same data point over multiple years.

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### Program Review Action Plan or External Accreditation Action Letter/Report

*Annual Reflection/Follow-up on Action Plan from last Program Review or external accreditation (only complete the table that is appropriate for your program)*

**I. Programs that fall under Program Review:**

- i. Date of most recent Review: 2016
- ii. Insert the Action Plan table from your last Program Review and give any progress towards completing the tasks or achieving targets set forth in the plan.

Specific area where improvement is needed	Evidence to support the recommended change	Person(s) responsible for implementing the change	Timeline for implementation	Resources needed	Assessment Plan	Progress Made this Year
Create new routes to feed into major	The Economics Major has gained science math and technology designation for several courses and has created a new Basic Data Skills class. Economics is also contributing to the First Year Experience	Adem Elveren Christa Marr and Ozge Ozay	Took place 2017-18	Access to computers (or computer lab) for students to work on Data Skills and Econometrics which run concurrently in the Fall. Access to Excel and Stata software to emphasize applied skills of major.	As previously stated, monitor SSC, outreach, publicize events, advise	We met with both IT and Business and offered to create a new course for the former (once they know their numbers) and an advising one-sheet for Business to advise students in most relevant courses in the minor



<p>Increase interactions with area/regional economic actors, student projects, internships</p>	<p>Dr. Marr built local partnerships with Current Events and Service Learning. Dr. Elveren is a Fellow at Boston University.</p>		<p>2017-2018</p>	<p>Connections with local leaders that could provide access to research questions or datasets, a space to collaborate with students and the community about research projects</p>	<p>Have at least one meeting with a community leader to assess the viability of the plan</p>	
<p>Increase the number of ECON Minors---outreach to BSAD students since almost do a minor</p>	<p>Increased number of Minors. The Economics Major worked on outreach to Business Administration and to Industrial Technology</p>	<p>Adem Elveren, Christ Marr, and Ozge Ozay</p>	<p>2017-2018</p>	<p>Design and printing help with a one-sheet for Business</p>	<p>Reach out to Business ahead of advising to ensure understanding of one sheet and offering additional resources (write ups, verbal descriptions) to help advise toward</p>	<p>Met with BSAD</p>

					<p>our courses. Monitor enrollment in our courses and in the minor after the Fall 2018 and Spring 2019 advising periods.</p>	
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iii. If you do not have an action plan, would you like help in developing one based on your last program review and needs of the program?

Yes

**II. Programs with external Accreditation:**

- i. Accreditor:
- ii. Date of last review:
- iii. Date of next review and type of review:
- iv. List key performance indicators:

List key issues for continuing accreditation identified in accreditation action letter or report.	Key performance indicators as required by agency or selected by program (licensure, board or bar pass rates; employment rates, etc.)(If required.)	Update on fulfilling the action letter/report or on meeting the key performance indicators.
N/A	N/A	N/A

**UARC Peer Review of the Program Annual Report**

Program: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Program Learning Outcomes (PLOs)					
Criterion	Highly Developed (3)	Developed (2)	Emerging (1)	Initial (0)	Score
<i>Program Learning Outcomes (PLOs)</i>	All or almost all PLOs clearly stated and measurable.	Most of the PLOs clearly stated and measurable.	PLOs written in general, broad or abstract statements OR are not measurable.	PLOs not provided.	
<i>Expected Timing of Assessment</i>	All or almost all PLOs have a timeline stated.	Most PLOs have a timeline stated.	Very few PLOs have a stated timeline.	No timelines are given or are To Be Determined (TBD).	
<i>Assessment Tool Quality</i>	Assessment tool(s) is/are strong: very good quality and appropriate.	Assessment tool(s) are acceptable: good quality and appropriate	Assessment tool(s) are a good start but could use some strengthening or changes.	Assessment tool(s) are either not appropriate or not discussed.	
<i>PLO Assessment</i>	More than one PLO assessed and information is complete in the chart.	At least one PLO assessed and information is complete in chart.	At least one PLO assessed, information is not complete in chart.	No assessments completed during the academic year reported.	
<i>Criteria for Success</i>	The criteria for student success of each PLO is clearly stated and is appropriate.	Most criteria for student success of each PLO is clearly stated and is appropriate.	Criteria for student success discussed or touched upon but not clearly stated or is not appropriate.	Criteria for student success not provided.	
<i>Summary of Findings</i>	Measures used in from PLO assessment fully incorporated with additional evidence to formulate the	Very limited use of data from PLO assessment incorporated with additional evidence to	Used evidence other than PLO assessment to formulate the	No summary utilizing assessment data is evident.	

	summary and analysis supports the summary.	formulate the summary and analysis somewhat supports summary.	summary or analysis of the data doesn't seem to support summary.		
<b>Assessment Plan for Program/Department</b>					
<b>Criterion</b>	<b>Highly Developed (3)</b>	<b>Developed (2)</b>	<b>Emerging (1)</b>	<b>Initial (0)</b>	<b>Score</b>
<i>Department or Program Assessment Plan</i>	Assessment Plan provided. Has clearly stated process with reasonable expectations.	Assessment Plan provided. Has somewhat clear process and/or somewhat reasonable expectations.	Assessment Plan provided, the process is not clear and/or the expectations are not reasonable.	No Assessment Plan provided.	
<i>Activities and Adjustments to/Deviation from the Department/Program Assessment Plan</i>	Decision to change or not change the assessment plan are clearly stated and decision(s) are appropriate based on the reported results.	Decision to change or not change the assessment plan are described in general terms and may be appropriate based on the reported results.	Decision to change or not change the assessment plan are vague and lack clarity.	No changes are discussed.	
<b>University Data</b>					
<b>Criterion</b>	<b>Highly Developed (3)</b>	<b>Developed (2)</b>	<b>Emerging (1)</b>	<b>Initial (0)</b>	<b>Score</b>
<i>SSC Data for Current Review Period</i>	Intervention undertaken by program/department for at least one SSC data point. Clearly documented results.	Intervention undertaken by program/department for at least one SSC data point. Plan not fully implemented.	Planned intervention by program/department for at least one SSC data point. No plan implemented.	No SSC data analyzed and/or reported on.	
<i>SSC Data for Upcoming Review Period</i>	At least one component of the SSC data selected to assess, rationale provided, targets set and intervention seems to be appropriate	At least one component of the SSC selected to assessed, some of the rationale provided, targets set and	SSC data discussed and some or part of the assessment, targets or interventions are	No SSC data analyzed and/or reported on.	

	based on information provided.	intervention seems to be appropriate based on information provided.	emerging but not fully appropriate.		
<i>Trend Data for Current Review Period</i>	Intervention undertaken by program/department for at least one Trend data point. Clearly documented results.	Intervention undertaken by program/department for at least one Trend data point. Plan not fully implemented.	Planned intervention by program/department for at least one Trend data point. No plan implemented.	No Trend data analyzed and/or reported on.	
<i>Trend Data for Upcoming Review Period</i>	At least one component of the Trend data selected to assess, rationale provided, targets set and intervention seems to be appropriate based on information provided.	At least one component of the Trend selected to assessed, some of the rationale provided, targets set and intervention seems to be appropriate based on information provided.	Trend data discussed and some or part of the assessment, targets or interventions are emerging but not fully appropriate.	No Trend data analyzed and/or reported on.	
<b>Action Plane or External Accreditation Action Letter/Report</b>					
<b>Criterion</b>	<b>Highly Developed (3)</b>	<b>Developed (2)</b>	<b>Emerging (1)</b>	<b>Initial (0)</b>	<b>Score</b>
<i>Only for those under Program Review Annual Reflection on Program Review</i>	Full Action Plan provided with definitive on-going progress clearly stated.	Full Action Plan provided with some discussion of on-going progress plans stated.	Full Action Plan provided with vague ideas regarding on-going progress plans stated.	Action Plan is either not provided or there no progress or plans stated for progress discussed.	
<i>Only for those under External Accreditation Annual Reflection on Report/Letter from accrediting body.</i>	Key issues and performance standards provided with definitive on-going progress clearly stated.	Key issues and performance standards provided with some discussion of on-going progress stated.	Key issues and performance standards provided with vague ideas regarding on-going progress stated.	Key issues and/or performance standards are either not provided or there has been no	

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			progress plans stated.	progress or plans stated for progress.	
Comments:					

**NOTE: This rubric is NOT an evaluation of the program/department. It is simply a tool for UARC to use as an aid in reviewing and providing constructive feedback to each program.**