

# FITCHBURG STATE UNIVERSITY

## Learning Outcomes/Goals

### ECONOMICS

#### Knowledge

Demonstrates a fundamental knowledge of existing economic theories. The student should demonstrate mastery of basic terminology. Economic theory serves as foundation for the skill set required to address economic problems. Students should demonstrate that they have acquired knowledge in the fundamentals of economic theory and its applications. This training is based mostly on graphical analysis.

#### Tools

Demonstrates ability to use economic tools. Students should demonstrate mastery and application of economic concepts and quantitative methodologies, including functional notation, charts, graphs, and simple models or thought-experiments.

#### Application

Demonstrate an ability to apply. Students should demonstrate an ability to apply various economic concepts and methods to analysis of historical, theoretical, or empirical problems. These problems may be from various fields of economics.

#### Communication

Students should demonstrate an ability to make a coherent case about an economic problem, the framework of its analysis, data sources, and its solution in oral and written methods using appropriate economic tools whether theoretical or practical.

Scoring guide for Economics learning outcomes.

Criterion	Performance Rating				Score	
	0.0 Level	1.0 Level	2.0 Level	3.0 Level	4.0 Level	
<p><b>Knowledge:</b> Demonstrates knowledge of existing economic theories and mastery of economic concepts and terminology.</p> <p>NA <input type="checkbox"/></p>	<p>0 Does not demonstrate knowledge of theories or mastery of concepts and terminology of economics.</p>	<p>1 Demonstrates fragmentary, incomplete, and/or inconsistent knowledge of theories and/or mastery of concepts and terminology of economics.</p>	<p>2 Demonstrates elementary knowledge of theories and/or mastery of concepts and terminology of economics.</p>	<p>3 Demonstrates secure, consistent, basic knowledge of theories and/or mastery of concepts and terminology of economics.</p>	<p>4 Demonstrates advanced knowledge of theories and/or mastery of concepts and terminology of economics.</p>	<input type="text"/>
<p><b>Tools:</b> Masters and applies economic concepts and quantitative methodologies, including functional notation, charts, graphs, and simple models or thought experiments.</p> <p>NA <input type="checkbox"/></p>	<p>0 Does not demonstrate grasp of economic concepts or quantitative methodologies.</p>	<p>1 Demonstrates fragmentary, incomplete, and/or inconsistent grasp of economic concepts and skill using quantitative methodologies to express them.</p>	<p>2 Demonstrates elementary grasp of economic concepts and skill using quantitative methodologies to express them.</p>	<p>3 Demonstrates secure, consistent, basic grasp of economic concepts and skill using quantitative methodologies to express them.</p>	<p>4 Demonstrates advanced grasp of economic concepts and advanced skill using quantitative methodologies to express them.</p>	<input type="text"/>
<p><b>Application: Apply</b> <u>analytical skills to specific, real-world problems</u> <u>(contemporary or historical) using advanced</u></p>	<p>0 Does not apply necessary analytical skills to specific, real-world problems using advanced mathematical</p>	<p>1 Applies necessary analytical skills to specific, real-world problems using advanced mathematical</p>	<p>2 Applies necessary analytical skills to specific, real-world problems using advanced mathematical</p>	<p>3 Applies necessary analytical skills to specific, real-world problems using advanced mathematical</p>	<p>4 Applies necessary analytical skills to specific, real-world problems using advanced mathematical</p>	<input type="text"/>

mathematical techniques drawn from statistics and introductory calculus.  
NA

techniques drawn from statistics and introductory calculus.	techniques drawn from statistics and introductory calculus in a fragmentary, inappropriate, and/or inconsistent manner.	techniques drawn from statistics and introductory calculus at an elementary level.	techniques drawn from statistics and introductory calculus at a skilled basic level.	techniques drawn from statistics and introductory calculus at an advanced level.
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0       1       2       3       4

**Communication:**  
develops, presents, and defends a sophisticated solution to an economic problem.  
NA

Does not present a cogent solution to an economic problem and/or neglects to use standard written and/or oral formats. The presentation may be deeply flawed with respect to selection and/or correct application of economic concepts, methods, data sources, and technology.	Presents a rudimentary solution to an economic problem, including the framework of its analysis and a rationale for selection of its solution. The presentation may contain flaws in standard written and/or oral formats. The presenter selects and applies economic concepts, methods, data sources, and/or technology which are superficial or otherwise do not represent work expected of an entry-level economics professional.	Presents an adequate elementary solution to an economic problem, including the framework of its analysis and a rationale for selection of its solution. The presentation may contain flaws in standard written and/or oral formats. The presenter selects and applies economic concepts, methods, data sources, and/or technology which represent basic conceptual and skill development.	Presents a fully satisfactory conventional solution to an economic problem, including the framework of its analysis and a rationale for selection of its solution. The presentation contains few, if any, flaws in standard written and/or oral formats. The presenter selects and applies economic concepts, methods, data sources, and/or technology which represent conceptual and skill development appropriate to an entry-level economics professional.	Presents an original and sophisticated solution to an economic problem, including the framework of its analysis and a rationale for selection of its solution. The presentation is engaging and contains no flaws in standard written and/or oral formats. The presenter selects and applies economic concepts, methods, data sources, and/or technology which represent advanced conceptual and skill development.
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Total Score:

## ASSESSMENT REPORT 2014-2015

### ECONOMICS

#### Background:

The Economics Program at Fitchburg State University consists of several different components: (1) an Economics major; (2) an Economics minor; (3) a concentration in international business and economics, which, since 2009, has required completion of a major in Economics; and (4) service to other departments, including, but not limited to, Business Administration and History/Secondary Education.

#### Assessment Activities:

Assessment activities undertaken in the economics program in this most recent period include the following:

- a. Sample of classes to establish data points through TK20 for introductory or basic, intermediate, and final stages of learning and achievement as outlined in the program's outcomes assessment plan.
- b. Continuing discussion and consultation among the Economics faculty.

The data from the TK20 entries show a healthy progression in student knowledge, use of tools, and communication from the initial stage through the intermediate and final stages. Within these categories, though, there is a continuing pattern whereby student knowledge and skill at communicating exceed the ability of students to make use of the tools of Economics. As a result, for the courses assessed, the average score for student knowledge was 2.66, the average for communication was slightly higher at 2.68, while their average score for Tools was just 2.07. The students' Application skills were only assessed in one class, with the average score being just 1.75.

#### Areas for Future Work:

In light of the fact that Economics students have consistently exhibited difficulty in applying Economic concepts, the faculty will work to incorporate more exercises/problem sets, etc. in order to enhance the students skills in this area. They will also look at the rubric in this area to see whether it needs to be revised, and specifically determine why only one class in Economics assessed the students in this area. Finally, the Economics faculty will examine the rubrics to see whether they are sufficient or need to be revised, with the 0-4 scale one potential revision.