

Frank Spring '13

	KNOWL EDGE	TOOLS	COMMU NIC	SCORE
Collier, Benjamin J.	4	4	4	12
Flynn, William P.	3	3	3	9
Giacomelli, Simone	4	3	3	10
Mahony	0	0	0	0
Oliveira, David J.	4	4	4	12
Patenaude, Robert R.	4	3	4	11
Swenson, Courtney A.	4	3	4	11
Tenney, Timothy	4	3	3	10
Wilbur, Matthew P.	4	2	4	10
Xiong, Sue	3	2	3	8
AVERAGE	3.4	2.7	3.2	9.3
STDVA	1.26	1.16	1.23	3.50

Mico Fall '13

	KNOWL EDGE	TOOLS	COMMU NIC	SCORE
1 Boitsidis, Ioannis	0	0	0	0
2 Caruso, Lauren E.	0	0	1	1
3 Claude, Saindy	4	3	3	10
4 Cordeiro, Jillian M.	0	0	0	0
5 Coss, Daniel T.	3	1	3	7
6 D'Angelo, Anthony D.	4	3	4	11
7 Dion, Andrew B.				0
8 Ekstrom, Taylor T.	3	2	4	9
9 Farrell, Kara S.	4	2	3	9
10 Firth, Jaime R.	4	4	4	12
11 Gonzalez, Sandra C.	1	0	1	2
12 Gooden, Patrick K.	4	2	3	9
13 Keegan, Nicholas P.				0
14 Kelley, Rachelle D.	4	3	4	11
15 Lefebvre, Israel	3	2	4	9
16 LeTourneau, Stacey E.	3	1	3	7
17 Lopez, Juan A.	1	1	3	5
18 Lugo, Vanessa A.	4	4	4	12
19 McDonald, Jakleen M.	1	1	2	4
20 O'Connell, Angela H.	2	2	3	7
21 Okereke, Lovina N.	2	2	3	7
22 Ortiz, Randy J.	3	2	2	7
23 Pry, Marie R.	3	2	4	9
24 Rojas, Nathanael	4	4	3	11
25 Sargent, Christopher R.	2	2	2	6
26 Seminiano, Vien Jester N	2	2	2	6
27 Tapply, Kayla N.	4	2	3	9
28 Zhang, Jinhan	4	4	3	11
AVERAGE	2.65	1.96	2.73	6.82
STDVA	1.41	1.20	1.21	3.92

Micro Fall '13

	KNOWL EDGE	TOOLS	COMMU NIC	SCORE
Arsenault, Julianne N.	4	4	4	12
Billings, Melanie K.	1	1	3	5
Blade, Christopher M.	1	0	1	2
Brantley, Jessica M.				0
Chabot, Alyssa A.	3	1	3	7
Couture, Nicholas M.	2	2	2	6
Davis, Brittany	3	3	4	10
Davis, Troy S.	3	2	4	9
DePasquale, Teresa	4	4	4	12
DiGeronimo, Jamison				0
Garcia, Jeffrey	3	1	3	7
Garrity, Lisa K.	0	0	0	0
Getchell, Matthew D.	1	1	2	4
Lucas, Samantha A.	3	2	4	9
Luna, Stephen I.	2	1	2	5
MacMunn, Emily	2	2	2	6
Mason, Jordyn L.	3	3	4	10
Mata, Nelson I.	3	2	3	8
Montolio, Samantha K.	3	1	3	7
Neal, Trayvon J.	2	2	3	7
Nuru, Hayat				0
O'Brien, Taylor E.	4	4	4	12
Schofield, Michael A.	2	1	1	4
Simmons, Jerene N.	2	2	2	6
Sullivan, Edward J.				0
Tucker, Nicole C.				0
Uon, Viriya T.	2	1	2	5
Wilson, Nicholas P.	3	4	4	11
Woodard, Brandon M.	3	4	4	11
York, Melissa S.	2	1	1	4
AVERAGE	2.44	1.96	2.76	5.97
STDVA	1.00	1.27	1.20	4.00

Industrial organization fall '13

	KNOWL EDGE	TOOLS	COMMU NIC	SCORE
Bradley, Shawn M.	4	3	3	10
Buonsanto, John D.	3	3	4	10
Charon, Joseph D.	0	0	0	0
Deputy, Brandon M.	4	3	4	11
Harris, Christopher J.	4	4	4	12
Laurano, Rocco	4	4	4	12
Lavorante, Carter J.	4	3	4	11
Lindmark, Ryan J.	3	2	3	8
Stephen, Michel	3	3	4	10
O'Connor, Sean	3	2	4	9
Perrone, Troy J.	3	2	4	9
Rogers, Joseph A.	4	3	4	11
Swenson, Courtney A	4	4	4	12
Wilson, Nicholas S.	4	4	4	12
Zaychuk, Sergey	3	3	3	9
AVERAGE	3.33	2.87	3.53	9.73
STDVA	1.05	1.06	1.06	2.99

Money & Banking Fall '13

	KNOWL EDGE	TOOLS	COMMU NIC	SCORE
Allen, Brenton C.	1	0	3	4
Chaudhary, Anam	0	0	0	0
Ingle, Karen E.	4	3	4	11
Lafond, Daniel	1	1	2	4
Laurano, Rocco	4	4	4	12
Lor, Fong	1	0	2	3
McGeoghegan, Westley	3	2	2	7
McLaughlin, Gabriel J.	3	2	2	7
O'Connor, Sean	3	2	4	9
Peluffo, Marcelo G.	1	1	3	5
Roza, Nathaly P.	3	3	3	9
Stambovsky, Joshua C.	3	2	3	8
Wilson, Nicholas S.	4	4	4	12
Zaychuk, Sergey	3	3	3	9
AVERAGE	2.43	1.93	2.79	7.14
STDVA	1.34	1.38	1.12	3.57

ASSESSMENT REPORT JUNE 2011

ECONOMICS/INTERNATIONAL BUSINESS
AND ECONOMICS CONCENTRATION

Over the course of the last year the faculty in the economics program have conducted a survey of current students; entered data for selected courses in economics, at both the introductory and advanced levels; and engaged in continuing discussions about the state of the economics program and the concentration in international business and economics, including the changing composition of students in the major and its possible implications.

The survey elucidated perhaps a half-dozen insights into the strengths and weaknesses of the current program. These include the following:

- (1) There was a strong affirmation of the positive value of the content of the courses being offered, as well as a solid indication that the expectations of students as to what they hoped to learn from their courses had been met.
- (2) Students indicated overwhelmingly that they had made quite substantial gains in their understanding of the United States economy, while indicating to a lesser extent similar gains in their comprehension of the global economy.
- (3) Students found the course offerings too limited, drawing attention thereby to a continuing problem with sufficient staffing of courses to provide a sufficiently diverse program.
- (4) The reaction of students to the matter of advising was mixed. Students were satisfied with the availability of their advisors and their assistance in selecting courses and pursuing their program. On the other hand, some further effort at discussing classwork out of the classroom was sought.
- (5) There was a desire for more direction in seeking employment opportunities, for which the potential of internships in that regard was broadly noted. (It should be noted here that there has been an uptick in the number of internships taken on by students in the economics program and the international concentration in the last few years.)
- (6) Students noted a major increase in enthusiasm for and a recognition of the value of researching and writing term papers, a significant turnaround from previous surveys.

This last point was also reflected in the observations quantified as data points for certain select courses. At both the introductory level and the more advanced level, there was a disjuncture between the analytical skills and techniques grasped by students and their communication skills. It was most apparent at the more advanced level. Upon reflection, the faculty posited that there has been a change in the composition of the majors in the field, a significant number of whom are now double majors, often linking a liberal arts field with economics. These students may be somewhat more accustomed to writing, but less inclined to develop fully the analytical skills required for economics.