

Annual Program Report 2022-2023

The report(s) should be inclusive of all levels, degrees (i.e. certificates, bachelor’s and master’s), modalities and locations.

Department: Economics, History, Political Science

Department Chair: Paul Weizer

Department Assessment Committee Contact: Christa Marr

This document is to be kept in the department and an electronic file is due to the AVP of Institutional Research and Planning by June 1, 2023.

Section I: Program Assessment (please complete this section for each program in your department)

Program: Economics

A. Program Learning Outcomes (PLOs) (Educational Objectives)

I. List of PLOs and the timeline for assessment

PLO #	PLO – Stated in assessable terms	Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	Timing of assessment (annual, semester, bi-annual, etc.)	When was the last assessment of the PLO completed?
1.	Students will be able to critically analyze and evaluate issues in local, national, and global economic life using evidence-based arguments	Economics Program Website: https://www.fitchburgstate.edu/academics/programs/economics-bs	Annual (Indirect Assessment in odd years and Direct Assessment in even years)	Spring 2022

2.	Students will be able to articulate economic models in a multidisciplinary context	Economics Program Website: https://www.fitchburgstate.edu/academics/programs/economics-bs	Annual (Indirect Assessment in odd years and Direct Assessment in even years)	Spring 2022
3.	Students will be able to demonstrate understanding key economic concepts (through quantitative reasoning)	Economics Program Website: https://www.fitchburgstate.edu/academics/programs/economics-bs	Annual (Indirect Assessment in odd years and Direct Assessment in even years)	Spring 2022
4.	Students will be able to demonstrate understanding key economic concepts	Economics Program Website: https://www.fitchburgstate.edu/academics/programs/economics-bs	Annual (Indirect Assessment in odd years and Direct Assessment in even years)	Spring 2022
5.	Students will be able to communicate economic ideas effectively (through the use of statistical analysis, writing, and oral skills)	Economics Program Website: https://www.fitchburgstate.edu/academics/programs/economics-bs	Annual (Indirect Assessment in odd years and Direct Assessment in even years)	Spring 2022
6.	Students will be able to identify assumptions and assess implications of diverse economic perspectives	Economics Program Website: https://www.fitchburgstate.edu/academics/programs/economics-bs	Annual (Indirect Assessment in odd years and Direct Assessment in even years)	Spring 2022

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.

PLO # (from above)	Assessment description (exam, observation, national standardized exam, oral presentation with rubric, etc.)	When assessment was administered in student program (internship, 4th year, 1st 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”?
1	Odd Years: <i>SURVEY administered by Economics Faculty via e-mailed survey link</i> Even Years: Senior Seminar Final Paper	4 th year	Economics Majors and Minors	For 2023: <i>At least 75% report developed or highly developed in skill competency in our survey.</i>	The survey was compiled, analyzed, and reported below with next steps
2	Odd Years: <i>SURVEY administered by Economics Faculty via e-mailed survey link</i> Even Years: Senior Seminar Final Paper	4 th year	Economics Majors and Minors	For 2023: <i>At least 75% report developed or highly developed in skill competency in our survey.</i>	The survey was compiled, analyzed, and reported below with next steps
3	Odd Years: <i>SURVEY administered by Economics Faculty via e-mailed survey link</i>	4 th year	Economics Majors and Minors	For 2023: <i>At least 75% report developed or highly developed in skill</i>	The survey was compiled, analyzed, and reported below with next steps

	Even Years: Senior Seminar Final Paper			<i>competency in our survey.</i>	
4	Odd Years: <i>SURVEY administered by Economics Faculty via e-mailed survey link</i> Even Years: Senior Seminar Final Paper	4 th year	Economics Majors and Minors	For 2023: <i>At least 75% report developed or highly developed in skill competency in our survey.</i>	The survey was compiled, analyzed, and reported below with next steps
5	Odd Years: <i>SURVEY administered by Economics Faculty via e-mailed survey link</i> Even Years: Senior Seminar Final Paper	4 th year	Economics Majors and Minors	For 2023: <i>At least 75% report developed or highly developed in skill competency in our survey.</i>	The survey was compiled, analyzed, and reported below with next steps
6	Odd Years: <i>SURVEY administered by Economics Faculty via e-mailed survey link</i> Even Years: Senior Seminar Final Paper	4 th year	Economics Majors and Minors	For 2023: <i>At least 75% report developed or highly developed in skill competency in our survey.</i>	The survey was compiled, analyzed, and reported below with next steps

You may use this comment box to provide any additional information, if applicable:

The survey used for assessment can be found here: <https://www.surveymonkey.com/r/DNBJ757>

We sent this survey to 12 graduating economics majors and minors. We received no responses. Therefore, we are including data from the AY 2021-2022 direct assessment, as this data was never published. You can find our results in the table below:

PLO #	PLO	CRITERIA MET (%)
1	Students will be able to analyze and evaluate issues in economic life using evidence-based arguments	100%
2	Students will be able to articulate economic models in a multidisciplinary context	88%
3	Students will be able to demonstrate understanding key economic concepts	75%
3A	through quantitative reasoning	88%
4	Students will be able to apply economic theory through experiential learning	NA
5	Students will be able to communicate economic ideas effectively	100%
5A	through the use of statistical analysis	88%
5B	through the use of writing	88%
5C	through the use of oral skills	100%
6	Students will be able to identify assumptions and assess implications of diverse economic perspectives	75%

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”?

Reflection Prompt	Narrative Response
<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>To directly assess our program, we use research papers from our capstone economics course (ECON4000: Economics Senior Seminar) and evaluate them using components of the AAC&U Value Rubrics. We included a sample rubric in our Economics Assessment Plan. 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 also disseminate a survey each year to graduating majors and minors to indirectly assess our program.</p> <p>Since we conducted a program review in AY 2021-2022, our assessment report was not collected. Please find the evidence from the 2021-2022 academic year Senior Seminar:</p> <p>Senior Seminar course research papers (sample size of n=8). See Attachment I for a sample assessment.</p> <p>Six out of eight of these papers are research papers with a clearly defined research question and the students rely on data from reputable sources and previous literature to propose an empirical strategy to answer this question. One of the remaining two discusses the Social Security System and its flaws and another one is a literature review on racial inequalities in the US labor market.</p> <p>With regards to the assessment of PLO (1): all students have a clear statement in the Introduction section that summarizes the aim of the paper and the research question, if relevant (100%). All papers have a previous literature section that reviews the peer reviewed articles on the subject matter (100%).</p> <p>With regards to the assessment of PLO (2): Seven out of eight papers have a multidisciplinary subject (climate change and economics; economic misery and presidential approval ratings etc.) and/or focuses on an economic policy such as minimum wage that has political repercussions (88%).</p> <p>With regards to the assessment of PLO (3): All students who have a research question adopt economic theories (human capital theory to explain gender wage gap; redistribution theory to</p>

	<p>explain the impact of minimum wage on income inequality etc.) to shape their research hypothesis (75%). Students who use an empirical strategy utilize a data set to analyze trend of their main variable (88%). Students who use regression method have a regression equation with a dependent variable, independent variable(s), an error term, and interpret the regression results correctly including the statistical significance of coefficients (75%).</p> <p>With regards to assessment of PLO (4): We were not able to assess students' ability to apply economic theory through experiential learning, as there was not a relevant component in Senior Seminar as a means of assessment. We will revise our rubric by studying the methods used by similar institutions' Economic programs to come up with a new strategy to assess this outcome.</p> <p>With regards to the assessment of PLO (5): All students synthesize ideas into a coherent paper and propose one or more solutions that indicates comprehension of the problem (100%). Seven out of eight students use statistical analysis and state a conclusion focused solely on the inquiry findings (88%). All students were also able to communicate their research by designing a well sequenced PPT presentation with relevant sections, using a language targeting fellow Economics majors and minors, presenting charts and tables summarizing their datasets from reputable sources, and if relevant their regression results (100%).</p> <p>With regards to the assessment of PLO (6): Six out of eight students are able to identify assumptions and assess implications of diverse economic perspectives by comparing and contrasting different approaches to their research question (75%).</p>
<p>Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)</p>	<p>The economics faculty all contribute to interpreting the evidence.</p> <p>In even years, we each read and score the Senior Seminar final papers using a common rubric. We then meet to compare our scores and create a final measure for each learning outcome for each student. The learning outcome scores are then aggregated and compared to our benchmark goal that 75% of students demonstrate developed or highly developed skills in each of our six PLOs.</p> <p>In odd years, we collectively analyze the aggregated survey data. We continue to assess our</p>

	program using the benchmark that 3 out of 4 of our students reflect on their skills as developed or highly developed in each of our six PLOs.
What changes have been made as a result of using the data/evidence? (close the loop)	To date, we have altered content in our courses in order to better achieve the program learning outcomes and are preparing to alter some of our program offerings in order to scaffold these learning outcomes intentionally in our programs.

Sample Assessment Rubric

PL O #	PLO	HIGHLY DEVELOPED	MEETS CRITERIA	NOTES
1	Students will be able to analyze and evaluate issues in economic life using evidence-based arguments	<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 	<p>Abstract and introduction clearly state the proposed hypothesis as the investigation of the relationship between economic misery and presidential approval ratings. Included variables and index stated and described</p> <p>--</p> <p>Specifies empirical assessment on "how strong the relationship is between economic misery index and presidential approval ratings." Names the direction of influence (independent versus dependent variables)</p> <p>--</p> <p>Tests Ordinary Least Squares model using regression analysis. Also explores relationship "in historical context"</p> <p>--</p> <p>Uses multivariate regression. Includes both theory and empirics. Considers omitted variables or future work</p> <p>--</p> <p>Provides literature review and detail in data sourcing. Interprets literature review in context of hypothesis and cites from multiple sources. Describes</p>

				key variables and includes relevant tables to summarize data and findings
2	Students will be able to articulate economic models in a multidisciplinary context	<ol style="list-style-type: none"> 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. 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. Independently connects examples, facts, or theories from more than one field of study or perspective. 	<ol style="list-style-type: none"> Yes Yes Yes 	<p>Multidisciplinary topic. Begins with anecdotal tie-in to address the general interest and issue of research.</p> <p>Connects economic state with political repercussions/impacts</p> <p>--</p> <p>As previously noted, considers historic context of issue as well as current motivation</p> <p>--</p> <p>Political science, history, and economics consistently addressed to flesh out larger issue</p>
3	Students will be able to demonstrate understanding key economic concepts	<ol style="list-style-type: none"> Having selected from among alternatives, develops a logical, consistent plan to solve the problem. 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. 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. 	<ol style="list-style-type: none"> Yes Yes Yes Yes 	<p>Regression analysis to determine influence of independent variables (such as key variable, economic misery)</p> <p>on</p> <p>--</p> <p>Student describes theories through literature review. Fleshes out a complete model using regression analysis and accurately names variables, error term, etc. Student could assess the efficacy of the model given the sample but relationships clearly motivated and described.</p> <p>--</p> <p>Develops several examples of the</p>

		<p>4. Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</p>		<p>relationship between economic misery and Presidential approval over time including Reagan, Trump, and Obama administrations. Details conformity to hypothesis and deviation from with analysis</p> <p>--</p> <p>Regression analysis used. Past economic theories cited and applied in context. Ability to interpret statistics, graphs from introductory economic courses.</p>
3A	through quantitative reasoning	<p>1. Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.</p> <p>2. Competently converts relevant information into an appropriate and desired mathematical portrayal.</p> <p>3. Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem..</p> <p>4. Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.</p> <p>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.</p>	<p>1. Yes</p> <p>2. Yes</p> <p>3. Yes</p> <p>4. No</p> <p>5. Yes</p>	<p>Regression model accurate, tables (including coefficients and statistical significance) well-formed and analyzed, graphs described with detail</p> <p>--</p> <p>Regression model with constant, independent variables, dependent variable, and error term</p> <p>--</p> <p>Regressions provide relevant coefficients and p-values.</p> <p>--</p> <p>Student does not assess the appropriateness of the sample used</p> <p>--</p> <p>Clearly and accurately interprets regression coefficients in context and states significance. In many cases, analyzes the magnitude and economic meaning of coefficient (i.e. "results</p>

					suggest that if the misery index score increases by 1 percentage [point], the approval rating will decline by 1.14 [percentage] points.”
4	Students will be able to apply economic theory through experiential learning	<ol style="list-style-type: none"> Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. 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. 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. 	<ol style="list-style-type: none"> NA NA NA 		
5	Students will be able to communicate economic ideas effectively	<ol style="list-style-type: none"> Synthesizes ideas or solutions into a coherent whole. 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. Explores a topic in depth, yielding insight and/ or information indicating interest in the subject. Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. 	<ol style="list-style-type: none"> Yes Yes Yes Yes Yes 	<p>Paper well-written and logically ordered with abstract, introduction, literature review, data/description of variables, empirical model, results and analysis, and conclusion</p> <p>--</p> <p>Student describes this as an ethical question such that the level “of economic misery... may decide elections.” Considers how this impacts the general population and whether such ratings <i>should</i> guide action.</p> <hr/> <p>Topic is explored in depth including all</p>	

		5. Proposes one or more solutions/ hypotheses that indicates comprehension of the problem.		<p>extraneous factors and historical context that affect the relationship between economic misery and presidential approval ratings/presidential election outcomes.</p> <p>--</p> <p>Problem statement clearly stated, naming independent and dependent variables. Motivation for exploring relationship and context provided</p> <p>--</p> <p>Solutions and hypothesis proposed</p>
5A	through the use of statistical analysis	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes 4. Yes 5. Yes 	<p>Hypothesis test conducted using regression analysis, Omitted variable bias noted, data described in its appropriateness for the issue at hand.</p> <p>--</p> <p>Data collected and multivariate regression analysis conducted using theoretically driven dependent and independent variables. Tables organize key descriptive statistics and results</p> <p>--</p> <p>Clearly states findings of empirical analysis in context such as “the level of economic misery may significantly influence public opinion and approval ratings [of Presidents] which, in turn, may decide election [outcomes].” Cites limitations such as nonlinearity and interpretation of scale of included variables.</p>

				<p>--</p> <p>Data drawn from reputable sources such as the Federal Reserve Economic Data (FRED), the Bureau of Labor Statistics (BLS) and Gallup Polls. Variables selected based on theoretical model and comprehensive without irrelevant inclusion of information. Graphs included (i.e. presidential approval ratings over time, misery and approval ratings)</p> <p>--</p> <p>Reader is provided with written description as well as multiple graphs. Regression results reported in table and interpreted in text.</p>
5B	through the use of writing	<ol style="list-style-type: none"> 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). 	<ol style="list-style-type: none"> 1. Yes 2. Yes 3. Yes 	<p>Multiple sources cited, literature review</p> <p>--</p> <p><u>Sources are peer-reviewed publications</u></p> <p>--</p> <p>Sources cited from economics and multidisciplinary journals</p>
5C	through the use of oral skills	<ol style="list-style-type: none"> 1. Organizational pattern (specific introduction and conclusion, sequenced material within the body, 	<ol style="list-style-type: none"> 1. NA 	

		<p>and transitions) is clearly and consistently observable within the presentation.</p> <p>2. Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</p> <p>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.</p> <p>4. Central message is clear and consistent with the supporting material.</p>	<p>2. NA</p> <p>3. NA</p> <p>4. NA</p>	
6	Students will be able to identify assumptions and assess implications of diverse economic perspectives	<p>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.</p> <p>2. Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way.</p> <p>3. Identifies own and others' assumptions and several relevant contexts when presenting a position.</p> <p>4. Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)</p>	<p>1. Yes</p> <p>2. Yes</p> <p>3. Yes</p> <p>4. Yes</p>	<p>Focused on US, yet provides meaning of hypothesis in context of broader political/economic issues in the country. Comments on implications of research to broader democracy</p> <p>--</p> <p>Cites contradictory results such as trends of economic misery and presidential approval during Obama terms</p> <p>--</p> <p>Provides multiple perspectives of the relationship between variables in literature review based on other publications as well as historical context (how these variables actually move together over time)</p>

				Recognizes volatility of key variable (Presidential approval) and other considerations that drive the variation in this variable
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B. Assessment Plan for Program/Department

- I. Insert the program or department Assessment Plan (This is an independent plan from what is reported in this document).

Please find the Economic Assessment Plan at the end of this document

- 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.
No changes have been made to the plan since the Economics Assessment Plan was finalized in 2021

- III. If you do not have a plan, would you like help in developing one? Yes

C. Program Review Action Plan or External 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: AY 2021-2022

- 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
#1) Provide additional resources, including in the form of faculty course releases and a physical	Economists tried to get the FLIP initiative off the ground in the last 4 years with creating research collaboration	Dr. Marr and Dr. Ozay plan to compile a list of courses to create a	2022-2023 and 2023-2024 AYs	None	Yearly internal meeting among economists to assess the progress of action plan in May of

<p>space, to ensure the consolidation of the FLIP initiative started by the economics faculty.</p>	<p>opportunities with students majoring and minoring in Economics, doing background work for a Field Lab course and reaching out to stakeholders in the community. Without being granted any resources (space, course release etc.), we couldn't meet the goals laid out in our initial proposal. We plan to start to make FLIP part of our identity with our student population by (1) creating a FLIP concentration that includes interdisciplinary coursework centered around the theme of inequality (i.e. sociology courses, history course, political science courses, statistics for social justice) and faculty and student research projects and (2) creating the Field Lab course (Please see #4 below)</p> <p>We also plan to identify a computer on which we can download our STATA License which our technology department has confirmed we acquired.</p>	<p>FLIP concentration.</p> <p>In 2023-24 AY, all economists plan to reach out to various programs to create the concentration.</p>			<p>2023 and May of 2024.</p>
<p>#2) Hire an additional full-time economics faculty member. In particular, and</p>	<p>Both our external evaluator report and anecdotal evidence provide evidence that we have</p>	<p>Administration for the new tenure track person</p>	<p>Open</p>	<p>Funding for a new tenure</p>	<p>NA</p>

<p>related to the next recommendation on this list, hiring a faculty member with a background in monetary and financial economics would be greatly complementary to the existing needs of the program and could contribute to attracting and retaining new economics majors.</p>	<p>lost Economics majors in the past because of the lack of variety of upper-level courses that we offer. In addition, 3 faculty members have difficulty offering all the required courses within 2-year cycle. Therefore, economists agree that the program needs an additional faculty member. One course that is required by Internal Business and Economics concentration hasn't been offered in the last 6 years. We think with a new faculty member specialized in International Finance and other finance courses that we can have a joint position in the Business Program.</p>	<p>.</p>		<p>track position</p>	
<p>#3) Explore the creation of programmatic offerings related to Finance.</p>	<p>We plan to create a Finance Economics concentration housed in the Economic program since we already routinely offer Money and Business and Public Finance courses every year.</p>	<p>In 2022-23 AY, Dr. Marr and Dr. Ozay will explore what such a Financial Economics concentration looks like at other institutions and prepare a proposal using courses from our existing</p>	<p>2022-2023 and 2023-2024 AYs</p>	<p>None</p>	<p>Yearly internal meeting among economists to assess the progress of action plan in May of 2023 and May of 2024.</p>

		<p>program as well as those from the Business and/or other existing programs at Fitchburg State.</p> <p>In 2023-24 AY, all economists plan to reach out to Business Program to create the concentration in Finance.</p>			
<p>#4) Collaborate with Career Services to streamline internship and post-graduation job opportunities.</p>	<p>Our external evaluator cited that students were interested in being exposed to more <i>economic</i> internship opportunities. More so, students “felt that the program would greatly benefit from providing internship and job information <i>early on</i> during their academic career.”</p> <p>Our evaluator recommended that we use FLIP as a vehicle to further develop internship opportunities within the university and/or community.</p>	<p>In 2022-23 AY, Dr. Marr and Dr. Ozay will reach out to Career Services with an email to Susan Beddes to see whether there are resources (i.e. a website, a handout, an individual) to help our students gain information about internships and career opportunities. We have kept information about</p>	<p>2022-2023 and 2023-2024 AYs</p>	<p>Support from Career Services and Website Coordinator.</p>	<p>Yearly internal meeting among economists to assess the progress of action plan in May of 2023 and May of 2024.</p>

		<p>alumni and internships as a department (EHPS) and we will seek to deploy these onto our website or to Career Services to help us create a guide for students. We will also forward some of our alumni contact information to Admission Office so that a short interview along with their career information is presented on the website.</p> <p>We currently have the Economics one-sheet from Career Services and will look to publicize the information on our program that they compiled. This would be an ideal piece of marketing and information to</p>			
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		include on our program website.			
#5) Expand opportunities for student interactions outside the classroom to create an economics identity.	The size of the program and the realities of our students (working part-time or full time in addition to being a full-time student etc.) and the limited time they spend in the university interfered with our efforts of creating a community of Economics students.	Dr. Ozay will offer a Fed Challenge course as a topic course in Fall 2023. Economists then plan to rotate the offering amongst themselves every subsequent Fall to engage our students in and outside of the classroom with economics. Dr. Marr will create a Field Lab course in the next two years with a focus on data collection and analysis in the city of Fitchburg. We hope this course will provide an opportunity for community engagement and be a consistent vessel for meeting the goals of FLIP as	2022-23 and 2023-24 AYs	Potential funding to attend the Fed Challenge	Yearly internal meeting among economists to assess the progress of action plan in May of 2023 and May of 2024.

		<p>a community facing and focused "project".</p> <p>The economists plan to have an economics "Open House" around the advising period in October 2022.</p> <p>Based on student feedback, this is something we could continue to host each semester to interact with our students outside of the classroom.</p>			
#6) Make Senior Seminar a requirement	<p>We will not make Senior Seminar a requirement at this point. The proposal has been written, but it is not a priority as we struggle to find enrollment for the course and compromise the progression of our minors. We will continue to offer it as an elective to minors and majors every other year.</p>	None	NA	None	None
#7) Update the website	<p>This is something that the department has discussed needing attention and we will be a part of the quest to update our course offerings, faculty</p>	<p>Drs. Ozay, Marr and Elveren will work with our department chair, Dr. Lieberman, to</p>	<p>By the end of AY 23-24.</p>	<p>Assist from our university's website</p>	<p>Yearly internal meeting among economists to assess the progress of action plan in May of 2023 and May of 2024.</p>

	profiles, and include other details of interest to current and prospective students	update the department website.		coordinator	
#8) The Economists will consider feedback from the Assessment Plan as it pertains to annual assessment practices.	We will review the feedback provided by Cate Kalzuny on the Economics Assessment Plan and consider changes as we implement our assessment plan. Specifically, we will review our means of annual assessment and potentially include a “survey of belonging” as well as additional items to “close the loop” for our annual assessment amongst the economics faculty.	Drs. Ozay, Marr, and Elveren will work together to determine annual assessment and possible modifications to the plan	By the end of AY 23-24	Assistant from our Director of Assessment Cate Kalzuny	Yearly internal meeting among economists to assess the progress of action plan in May of 2023 and May of 2024.

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: Not applicable for Economics

- i. Professional, specialized, State, or programmatic accreditations currently held by the program/department.
- ii. Date of most recent accreditation action by each listed agency.
- iii. Date and nature of next review and type of review.

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.

Section II - Departmental Outcomes

A. Departmental Strategic Initiatives

Accomplished Initiatives AY22-23 <small>Add more rows as needed</small>	Corresponding Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate (X) if a Diversity, Equity and Inclusiveness (DEI) Goal
Davis Foundation Career Action Plan completed	2.19	X
Continued participation in the use of Open Educational Resources, including seeking grants for creation of new sources	2.25	
Continued methods to recruit students and to publicize courses. We used social media to publicize our courses	5	

Carried out High Impact Practices: through student internships such as internships with the Washington Center, and with forms of experiential learning, such as Moot Court, Model U.N., and through study abroad courses and interdisciplinary team-taught courses	1: 13,14, 17	
Continued to build FLIP (Fitchburg Local Innovation Project) – by acquiring hardware and software through a grant	3	X
Created and offered courses aimed at ensuring diversity in the curriculum	2.18 1	X
Explored alternative pedagogies through “Reacting to the Past” simulations and through faculty experimentation with digital and critical pedagogies	2.17	
Carried out community-engaged coursework and scholarship with students (Economics and Political Science) and pre-practica in History teaching methods courses	1: 5, 15	
Carried out collaborative research and exhibitions with students (Economics, History and Political Science)	1:15	

Planned Initiatives for AY 22-23 <small>Add more rows as needed</small>	Associated Strategic Plan Goal & Strategy <small>Goal # followed by Strategy # ex: 1.3</small>	Indicate if a Diversity, Equity and Inclusiveness (DEI) Goal
Carry out alternative pedagogies through “Reacting to the Past” simulations and through faculty experimentation with digital and critical pedagogies.	2.17	
Offer courses to ensure diversity in the curriculum (i.e. FED Challenge, FLIP Senior Seminar)	2.18 1	X
Participate in use of Open Educational Resources	2.25	X
Use new methods to recruit students and to publicize courses	5	
Continue to build FLIP (Fitchburg Local Innovation Project)	3	X
Carry out community-engaged coursework and scholarship with students and pre-practica in History teaching methods Courses	1:5,15	
Carry out collaborative research with students	1:15	
Carry out High Impact Practices: through student internships with	1: 13,14	

B. Departmental Accomplishments and Reflection:

Take this section to reflect on--

- 1. 22-23 Accomplishments not captured above*
- 2. Initiatives that you may be considering for 23-24 academic year that you did not already capture above*
- 3. Any other thoughts or information that you would like to share**

Of the three economics, two are on sabbatical this academic year. This made it difficult to make many programmatic changes. I am optimistic that we will be productive in implementing the changes set forth in our Action Plan in the academic year ahead. However, the Economics Program has completed tasks related to four of the Action Plan items during the 2022 to 2023 academic year:

#1) Provide additional resources, including in the form of faculty course releases and a physical space, to ensure the consolidation of the FLIP initiative started by the economics faculty.

While we do not have a physical space for FLIP or any planned course released, we were able to acquire a laptop with STATA statistical software on it in order to facilitate FLIP faculty-student research. This laptop was financed by an internal grant.

#2) Hire an additional full-time economics faculty member. In particular, and related to the next recommendation on this list, hiring a faculty member with a background in monetary and financial economics would be greatly complementary to the existing needs of the program and could contribute to attracting and retaining new economics majors.

We did apply for an additional tenure track position focusing our ask on hiring a faculty member with both financial and pluralist expertise. However, we were denied the request. We intend to reapply for a tenure track position next academic year.

#3) Explore the creation of programmatic offerings related to Finance.

We have initiated contact with Dr. Greenwood in the Business Department. The economists have agreed that meetings should take place in Fall 2023 when we are all present. We have created and disseminated a document that lists comparative programs and their course requirements at each of our sister universities.

#5) Expand opportunities for student interactions outside the classroom to create an economics identity.

As planned, Dr. Ozay will offer a Fed Challenge course as a topic course in Fall 2023. We then plan to rotate the offering amongst themselves every subsequent Fall to engage our students in and outside of the classroom with economics. I am offering the Senior

Seminar as a Field Lab course to conduct research in the community. We were not able to offer an Open House in Fall 2022.

While not in our Economics Action Plan, the economists did pass a change in the course requirements for the International Business and Economics Concentration (AUC #75) through governance. We changed ECON3660: International Finance to an optional elective course instead of a major requirement. We found this course to be a bottleneck in the concentration, as we do not offer this course with any regularity; and it prevents students from completing the major. We will continue to review the concentration to ensure its ease of completion as well as enhance its attractiveness to new students.



**ECONOMICS PROGRAM
ASSESSMENT PLAN**

Prepared by Christa Marr (Assistant Professor of Economics)

Spring/Summer 2020

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 plan 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 economic schools 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 through 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 through:
	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.
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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	<p><i>Foundations for Lifelong Learning</i> 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:</p> <p>1.1 <i>Information Literacy</i>: Recognize what information is needed and have the ability to locate, evaluate, and use that information effectively and ethically.</p> <p>1.2 <i>Quantitative Reasoning</i>: analyze and interpret mathematical information as a means to evaluate arguments and make informed choices.</p> <p>1.3 <i>Reading</i>: Read to extract and construct meaning through interaction and involvement with written language and other media.</p> <p>1.4 <i>Speaking and Listening</i>: 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.</p> <p>1.5 <i>Writing</i>: Craft original texts to develop and express ideas working with different media including words, data and images.</p>	<p>ILP 3C</p> <p>ILP 1A, 2A</p> <p>ILP 1A,2A</p> <p>ILP 1A, 2A</p> <p>ILP 1A, 2B</p> <p>ILP 1A, 2B</p>
LA&S 2	<p><i>Critical and Creative Thinking Across the Curriculum</i> 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:</p>	<p>ILP 2A</p> <p>ILP 1A,2A</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>ILP 1A, 2A,3B</p> <p>ILP 1A, 2A,3A, 3B</p> <p>ILP 1A, 2A</p> <p>ILP 1A, 2A</p> <p>ILP 1A</p> <p>ILP 1A, 2A</p> <p>ILP 1A, 2A</p>
LA&S 3	<p>Integrating and Applying LA&S Learning Fitchburg State students will integrate and apply what they learn in the LA&S curriculum:</p> <p>3.1 Integrative Learning: Integrate and apply knowledge from different disciplines and experiences to solve problems.</p>	<p>ILP 1A, 1C, 2C</p>

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 of key economic concepts
 - a. through quantitative reasoning
 - b. 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
 - a. through the use of statistical analysis
 - b. through the use of writing
 - c. 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 assess 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 Stolper-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	L03
ECON1200: Principles of Microeconomics	L04
ECON2005: Game Theory	L01
ECON2010: Political Economy of Gender	L01, L02, L03, L04
ECON2140: US Economic History	L01, L03, L05
ECON2400: Money and Banking	L05
ECON2500: Economic Development	L01, L02
ECON2600: Public Finance	L01
ECON3000: History of Economic Thought	L04
ECON3002: Basic Data Skills	L03
ECON3550: International Macroeconomics	L03
ECON3650: Intermediate Macroeconomics	L01
ECON3660: Intermediate Microeconomics	L03, L05
ECON3700: Econometrics	L01, L03
GEOG3000: Geographic Economic Systems	L05
ECON4000: Economics Senior Seminar	L01, L02

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

Course	Course LO
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ECON1100: Principles of Macroeconomics	L04
ECON1100: Principles of Macroeconomics	L03, L05
ECON2005: Game Theory	L03
ECON2010: Political Economy of Gender	L04
ECON2140: US Economic History	L02, L03, L04
ECON2500: Economic Development	L01
ECON2600: Public Finance	L07
ECON3000: History of Economic Thought	L05
ECON3002: Basic Data Skills	L02
ECON3550: International Macroeconomics	L01
ECON3650: Intermediate Macroeconomics	L02
ECON3660: Intermediate Microeconomics	L05
ECON3700: Econometrics	L03, L06
GEOG3000: Geographic Economic Systems	L03, L04, L06

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

Course	Course LO
ECON1100: Principles of Macroeconomics	L01, L02, L04, L05
ECON1200: Principles of Microeconomics	L01, L03, L06
ECON2005: Game Theory	L02
ECON2010: Political Economy of Gender	L02
ECON2140: US Economic History	L04
ECON2400: Money and Banking	L02, L03
ECON2600: Public Finance	L01
ECON3000: History of Economic	L01, L02, L03

Thought	
ECON3002: Basic Data Skills	L03
ECON3550: International Macroeconomics	L03, L06
ECON3650: Intermediate Macroeconomics	L03
ECON3660: Intermediate Microeconomics	L02, L04, L04, L06
ECON3700: Econometrics	L01
GEOG3000: Geographic Economic Systems	L01
ECON4000: Economics Senior Seminar	L01, L02

a. through the use of quantitative reasoning

Course	Course LO
ECON1100: Principles of Macroeconomics	L03
ECON1200: Principles of Microeconomics	L02
ECON2005: Game Theory	L05
ECON2400: Money and Banking	L04
ECON2600: Public Finance	L03, L06
ECON3002: Basic Data Skills	L02
ECON3550: International Macroeconomics	L02
ECON3650: Intermediate Macroeconomics	L01
ECON3660: Intermediate Microeconomics	L01
ECON3700: Econometrics	L03

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

Course	Course LO
ECON1100: Principles of	

Macroeconomics	
ECON1200: Principles of Microeconomics	L03
ECON3700: Econometrics	L01
ECON2005: Game Theory	L01
ECON2140: US Economic History	L07
ECON2400: Money and Banking	L01
ECON2600: Public Finance	L08
ECON3002: Basic Data Skills	L01
ECON3550: International Macroeconomics	L05
ECON3650: Intermediate Macroeconomics	L03
ECON3660: Intermediate Microeconomics	L06
ECON3700: Econometrics	L01
GEOG3000: Geographic Economic Systems	L01, L04, L05
ECON4000: Economics Senior Seminar	L02

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

Course	Course LO
ECON2600: Public Finance	L08
ECON3002: Basic Data Skills	L01, L02
ECON3550: International Macroeconomics	L05
ECON3650: Intermediate Macroeconomics	L03
ECON3700: Econometrics	L01, L05, L06
GEOG3000: Geographic Economic Systems	L02
ECON4000: Economics Senior Seminar	L02

b. through the use of writing

Course	Course LO
ECON1100: Principles of Macroeconomics	L02, L04, L05
ECON1200: Principles of Microeconomics	L01
ECON2005: Game Theory	L02
ECON2010: Political Economy of Gender	L03, L04
ECON2140: US Economic History	L05, L08
ECON2400: Money and Banking	L02, L03, L05
ECON2500: Economic Development	L01
ECON2600: Public Finance	L06, L07, L08
ECON3000: History of Economic Thought	L01
ECON3550: International Macroeconomics	L01, L03
ECON3660: Intermediate Microeconomics	L03, L05
ECON3700: Econometrics	L04
GEOG3000: Geographic Economic Systems	L04, L05, L06
ECON4000: Economics Senior Seminar	L02

c. through the use of oral skills

Course	Course LO
ECON1100: Principles of Macroeconomics	L02, L04, L05
ECON1200: Principles of Microeconomics	L01
ECON2010: Political Economy of Gender	L04
ECON2140: US Economic History	L02, L05
ECON2400: Money and Banking	L02, L05

ECON2500: Economic Development	L01
ECON2600: Public Finance	L02, L03, L05
ECON3000: History of Economic Thought	L02, L03, L05
ECON3550: International Macroeconomics	L01, L04
ECON3660: Intermediate Microeconomics	L02, L05
ECON3700: Econometrics	L03
GEOG3000: Geographic Economic Systems	L01
ECON4000: Economics Senior Seminar	L01, L02

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

Course	Course LO
ECON1100: Principles of Macroeconomics	L02, L04
ECON1200: Principles of Microeconomics	L04
ECON2005: Game Theory	L01
ECON2010: Political Economy of Gender	L02
ECON2140: US Economic History	L03, L06, L07
ECON2400: Money and Banking	L05
ECON2500: Economic Development	L01, L02
ECON2600: Public Finance	L02, L03, L05
ECON3000: History of Economic Thought	L01
ECON3550: International Macroeconomics	L01
ECON3650: Intermediate Macroeconomics	L02
ECON3660: Intermediate Microeconomics	L03, L04
ECON3700: Econometrics	L06

GEOG3000: Geographic Economic Systems	L06
ECON4000: Economics Senior Seminar	L01, L02

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	PL O 1	PL O 2	PL O 3	PLO 3A	PL O 4	PLO 5A	PLO 5B	PLO 5C	PL O 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	Introduc	Broadenin	Fulfillin	Assessed for

	g	g	g	Program
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PART II:

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

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.

PL O #	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.*

PL O #	PLO	HIGHLY DEVELOPED	SOURCE (VALUE RUBRIC)
1	Students will be able to analyze and evaluate issues in economic life using evidence-based arguments	<p>6. 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.</p> <p>7. Identifies multiple approaches for solving the problem, only some of which apply within a specific context.</p> <p>8. 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.</p> <p>9. Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.</p> <p>Reviews results relative to the problem defined with some consideration of need for further work.</p> <p>10. Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis.</p>	CRITICAL THINKING, GLOBAL DIVERSITY, PROBLEM SOLVING
2	Students will be able to articulate economic models in a multidisciplinary context	<p>4. 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.</p> <p>5. 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.</p>	CIVIC ENGAGEMENT, GLOBAL DIVERSITY, INTEGRATED LEARNING

		6. Independently connects examples, facts, or theories from more than one field of study or perspective.	
3	Students will be able to demonstrate understanding key economic concepts	<p>5. Having selected from among alternatives, develops a logical, consistent plan to solve the problem.</p> <p>6. 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.</p> <p>7. 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.</p> <p>8. Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.</p>	CREATIVE THINKING, ETHICAL REASONING, INTEGRATED LEARNING
3A	through quantitative reasoning	<p>6. Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph.</p> <p>7. Competently converts relevant information into an appropriate and desired mathematical portrayal.</p> <p>8. Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem..</p> <p>9. Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.</p> <p>10. 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.</p>	QUANTITATIVE LITERACY
4	Students will be able to apply economic theory through experiential learning	<p>4. Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.</p> <p>5. 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.</p> <p>6. Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified</p>	TEAMWORK, FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING, INTEGRATIVE LEARNING

		meanings or indicating broader perspectives about educational or life events.	
5	Students will be able to communicate economic ideas effectively	<ol style="list-style-type: none"> 6. Synthesizes ideas or solutions into a coherent whole. 7. 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. 8. Explores a topic in depth, yielding insight and/ or information indicating interest in the subject. 9. Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. 10. 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	<ol style="list-style-type: none"> 6. Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for. 7. Organizes evidence to reveal important patterns, differences, or similarities related to focus. 8. 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. 9. Accesses information using variety of search strategies and some relevant information sources. Demonstrates ability to refine search. 10. 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	<ol style="list-style-type: none"> 4. Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. 5. Uses texts in the context of scholarship to develop a foundation of disciplinary knowledge and to raise and explore important questions. 6. 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 	WRITTEN COMMUNICATION , READING, INQUIRY AND ANALYSIS

		research question, currency, and authority).	
5C	through the use of oral skills	<ol style="list-style-type: none"> 5. Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. 6. Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. 7. 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. 8. 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	<ol style="list-style-type: none"> 5. 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. 6. Incorporates alternate, divergent, or contradictory perspectives or ideas in an exploratory way. 7. Identifies own and others' assumptions and several relevant contexts when presenting a position. 8. 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**

PL O #	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	<i>SURVEY administered by Economics Faculty via e-mailed survey link</i>	<i>Annual (End of Spring Semester)</i>	<i>Graduating majors and minors</i>	<i>At least 75% report developed or highly developed</i>
2	Students will be able to articulate economic models in a multidisciplinary context	<i>SURVEY administered by Economics Faculty via e-mailed survey link</i>	<i>Annual (End of Spring Semester)</i>	<i>Graduating majors and minors</i>	<i>At least 75% report developed or highly developed</i>
3	Students will be able to demonstrate understanding key economic concepts	<i>SURVEY administered by Economics Faculty via e-mailed survey link</i>	<i>Annual (End of Spring Semester)</i>	<i>Graduating majors and minors</i>	<i>At least 75% report developed or highly developed</i>
3a	through quantitative reasoning	<i>SURVEY administered by Economics Faculty via e-mailed survey link</i>	<i>Annual (End of Spring Semester)</i>	<i>Graduating majors and minors</i>	<i>At least 75% report developed or highly developed</i>
4	Students will be able to demonstrate understanding key economic concepts	<i>SURVEY administered by Economics Faculty via e-mailed survey link</i>	<i>Annual (End of Spring Semester)</i>	<i>Graduating majors and minors</i>	<i>At least 75% report developed or highly developed</i>
5	Students will be able to communicate economic ideas effectively	<i>SURVEY administered by Economics Faculty via e-mailed survey</i>	<i>Annual (End of Spring Semester)</i>	<i>Graduating majors and minors</i>	<i>At least 75% report developed or highly</i>

		<i>link</i>			<i>developed</i>
5a	through the use of statistical analysis	<i>SURVEY administered by Economics Faculty via e-mailed survey link</i>	<i>Annual (End of Spring Semester)</i>	<i>Graduating majors and minors</i>	<i>At least 75% report developed or highly developed</i>
5b	through the use of writing	<i>SURVEY administered by Economics Faculty via e-mailed survey link</i>	<i>Annual (End of Spring Semester)</i>	<i>Graduating majors and minors</i>	<i>At least 75% report developed or highly developed</i>
5c	through the use of oral skills	<i>SURVEY administered by Economics Faculty via e-mailed survey link</i>	<i>Annual (End of Spring Semester)</i>	<i>Graduating majors and minors</i>	<i>At least 75% report developed or highly developed</i>
6	Students will be able to identify assumptions and assess implications of diverse economic perspectives	<i>SURVEY administered by Economics Faculty via e-mailed survey link</i>	<i>Annual (End of Spring Semester)</i>	<i>Graduating majors and minors</i>	<i>At least 75% report developed or highly developed</i>

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

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

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.