

Annual Assessment Report to the University 2007-2008

Academic Year: 2007-2008

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Department: Economics

College: Business and Economics

Program of this report: B.A. in Economics

Note: If you have multiple programs for which it is difficult to compile one report, submit a separate report for each.

Answer each question for which you have information; otherwise leave blank. Be concise! The form fields are limited to 3000 characters (roughly half a single-spaced page). Please use 10 point type.

1. Give a brief overview of the significant assessment-related activities for the program this year. Particularly focus on relevant information that is not captured in any of the questions below (e.g., unanticipated turns, refining assessment tools, why changes to SLOs were needed, etc.).
All but four of the program learning goals were assessed with course embedded measures in the upper-division core (i.e., ECON 309 and 401) and in 400-level elective courses (i.e., ECON 405, 412, and 433).
2. If you have made any changes to your SLOs this year, please paste in the entire list here. This information will be used to update the SLO webpage on the Assessment website. If you have made no changes, skip this question.

3. Fill in the chart. Please list the SLO or SLOs that you evaluated this year, the tool or tools that you used to evaluate each SLO (e.g, embedded questions, rubric), and a brief summary of the results, focusing on how they met your expectations of student learning for this SLO.

SLO	Tool or tools	Results
Quantitative skills	Course embedded measures were used in ECON 401, 405 (fall only), 412 (fall only), and 433 (spring only). Students' quantitative skills were assessed with essay exam questions where they had to conduct a formal (graphical) treatment of a complex problem. Extensive use and knowledge of economic models is required for students to perform well in these essay exam questions.	<p>ECON 401: In fall (spring), 19% (22%) of students' work deemed not good enough. However, 56% (29%) was good enough and 25% (49%) was very good.</p> <p>ECON 405: 33% of the students' work deemed not good enough. However, 39% was good enough and 27% was very good.</p> <p>ECON 412: 19% of students' work deemed not good enough. However, 50% was good enough and 31% was very good.</p> <p>ECON 433: 24% of students' work deemed not good enough. However, 44% was good enough and 32% was very good.</p>
Communication skills	Students' writing skills were assessed in ECON 401 (fall only), 405 (fall only), and 433 (spring only) with an essay question on the midterm or final exam. Additionally, students' writing skills were assessed with a term paper in ECON 412 (fall only).	<p>ECON 401: 14% of students' writing deemed not good enough; while 86% deemed good enough or very good.</p> <p>ECON 405: 24% of the students' writing deemed not good enough; while 76% deemed good enough or very good.</p> <p>ECON 412: 24% of students' writing deemed not good enough; while 40% deemed good enough and 37% deemed very good.</p> <p>ECON 433: 18% of students' writing deemed not good enough; while 82% deemed good enough or very good.</p>
Understand why there are gains from trade	Students' understanding of gains from trade was assessed in ECON 405 (fall only) with an essay exam question.	Some 33% of the students' work was deemed not good enough; 42% was deemed good enough; and 24% deemed very good.

Understand key macroeconomic measures of economic activity	Students' understanding of key macroeconomic measures was assessed in ECON 401 (spring only) with an essay question on the final exam.	Some 22% of students' work deemed not good enough. However, 25% was good enough and 53% was very good.
Understand the role of markets as an organizer of economic activity	Students' understanding of the role of markets was assessed in ECON 412 (fall only) with an essay question on the final exam.	Roughly 40% of the students' work deemed not good enough; while 28% deemed good enough and 33% was very good.
Express economic concepts both intuitively and more formally	Course embedded measures were used in ECON 401 and 409 (spring only). Students' abilities were assessed with a 10 page research paper in 409; and with essay exam questions in 401.	ECON 401: In fall (spring), 25% (42 %) of students' work deemed not good enough. However, 61% (34%) was good enough and 15% (24%) was very good. ECON 409: only 10% of students' work deemed not good enough. However, 75% was good enough and 15% was very good.
Use and interpret economic data and statistics effectively	Students' abilities were assessed in ECON 409 (spring only) with questions from the final exam.	Roughly 20% of the students' work was deemed not good enough. However, 60% was good enough and 20% was very good.
Evaluate the significance of market failure for public policy	Students' abilities were assessed in ECON 433 with an essay question on the midterm.	Some 27% of the students' work was deemed not good enough. However, 47% was good enough and 27% was very good.

4. **Completing the assessment loop.** *If this year's activities included assessment of programmatic changes that were made based upon previous assessment of this SLO, answer this question. Otherwise, skip to the next question.* Fill in the chart to show how the programmatic changes based on assessment data have impacted student learning.

SLO	Semester/year change was implemented	Brief description of change	Impact of change based on new assessment results from this year

5. Based on faculty discussion of the assessment results of **this year's activities**, what changes are being considered to improve student learning in the program?

6. Describe resource needs to improve and support student learning that you have identified based on your assessment evidence.

7. If anyone in your program has submitted a manuscript this year that includes assessment data from the program or information about program assessment activities, please check the box and someone will contact you for further information. You can also add information about publications in the form field if you wish.