Please submit report to Ray Calnan, by **June 15, 2019.** You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name.**

**College:** David Nazarian College of Business and Economics

**Department:** Economics

**Program:** Economics

**Assessment liaison:**

# Please check off whichever is applicable:

**A. \_\_\_\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_X\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Focused exclusively on the direct assessment measurement of General Education Arts and Humanities student learning outcomes**

# Overview of Annual Assessment Project(s).

On a separate sheet,provide a brief overview of this year’s assessment activities, including:

* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted
* if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include)
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities
* if your program implemented **option D**, exclusively or simultaneously with **options A, B, and/or C**, identify the basic skill(s) assessed and the precise learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups
* any other assessment-related information you wish to include, including SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes), and/or the creation and modification of new assessment instruments

# Preview of planned assessment activities for 2019-20.

Include a brief description as reflective of a continuous program of ongoing assessment.

## Explanation.

The Economics Department has a two-year cycle for assessment and program review. In academic years beginning with an odd number (such as 2017-18), the Department assesses its six SLOs, and the Assessment Coordinator does a preliminary analysis of the results. In academic years beginning with an even number (such as this one, 2018-19), the Department considers the assessment results from the previous year as part of its program review. In keeping with this cycle, the Department performed program review and did not conduct any assessment.

## Program Review and Program Modifications.

The Economics program recently received EPC approval for several curriculum changes to be implemented starting in Fall 2019. These changes were directly motivated by previous years’ assessment results – specifically, the recurring poor results for SLO #5, “Understand key macroeconomic variables and how fiscal and monetary policies affect them.” The Department reached a consensus that these results likely resulted from students not having macroeconomic concepts reinforced early enough. Because the program had no intermediate macro course, students often received little or no exposure to macro concepts between their first or second year (often at a community college) and their final year in the program. The Department therefore decided to create a new intermediate course in macro, ECON 312 (Macroeconomic Theory) and make it a requirement for the major, and also to eliminate ECON 401 (Macroeconomic Theory) in favor of ECON 403 (Open-Economy Macroeconomics).

In addition, the Department’s program review determined that labor economics deserves a 400-level treatment, and therefore ECON 320 (Labor Economics) has been replaced by ECON 421 (Labor Economics). The name of another course, ECON 405, has been changed from International Economics to International Trade to reflect its focus on microeconomic dimensions of the international economy, while the new ECON 403 (Open-Economy Macroeconomics) covers the macro dimensions.

All of these changes necessitated substantial adjustments in the assessment schedule during this year’s program review. The new schedule – which is tentative and subject to change based on actual course offerings – is shown below. Each SLO is assessed twice, once per semester, using two different courses if possible. In the past, the Department has relied on 400-level courses for assessment because these courses are filled with students who are mostly seniors nearing graduation. Although the Department will still use mostly 400-level courses, it will now also use the new ECON 312. Assessing SLO #5 in both ECON 312 and ECON 403 will allow better tracking of progress in an area where we’ve had concerns in the past.

Table 1: Courses Evaluated for Student Learning Outcome

| SLO | Fall Courses | Spring Courses |
| --- | --- | --- |
| #1: Have strong communication skills. | 433 (Public Econ) | 421 (Labor Econ) |
| #2: Have strong quantitative skills, including the ability to use and interpret economic statistics. | 409 (Econometrics) | 410 (Industrial Org) |
| #3: Be able to express key economic concepts both intuitively and more formally. | 421 (Labor Econ) | 410 (Industrial Org) |
| #4: Understand how a decentralized market economy organizes economic activity, as well as the factors that may impede that process. | 410 (Industrial Org) | 421 (Labor Econ) |
| #5: Understand key macroeconomic variables and how fiscal and monetary policies affect them. | 403 (Open-Economy Macro) | 312 (Macroeconomic Theory) |
| #6: Understand how institutions, government policy, and regulation affect economic growth and the relative wealth of economies. | 433 (Public Econ) | 405 (Int’l Trade) |

## Preview of planned assessment activities in 2019-20.

The Department will enter the first year of its two-year AOL cycle in Fall 2019. Over 2019-20, the Department will assess all six of its SLOs using data collected according to the schedule above (modified as needed for actual course offerings).