Cover Page

Department/Program:
Academic Year of Report: 2018/19 (covering Summer 2017 through Spring 2019)
Date Submitted:
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A. **Brief Introductory Statement:**
   Please review the Introductory Statement and contact information for your department or academic program displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if this information is current, please place an 'X' below. No further information is needed.

   **___ Information is current; no changes required.**

   Update if not current:

Economics is a social science that provides general analysis of decision making where resource constraints are present. Economics provides a logical framework that allows analysis of decisions on the personal, firm, societal and global level. Frequently, this analysis is conducted by drawing on mathematical and statistical reasoning.

Students have a choice between six degrees in Business Economics and General Economics. Students with a bachelor's degree in Business Economics are generally prepared to take entry level jobs in any area of business, but are particularly prepared for jobs that call for data analysis, pricing, purchasing, and report writing. Business economists are often employed in private business firms in the financial, retailing, and industrial sectors. A degree in Quantitative Economics prepares students for graduate studies in economics, but also for high-level analysis work as an actuary. International Economics and International Business Economics degrees prepare students for jobs in international settings or in multinational corporations.

A degree in Economics is also regarded by graduate schools as excellent preparation for advanced work toward an MBA, advanced degrees in other business related disciplines such as human resource management, public administration, finance, and international business, and law

Economics Department Website – This link needs to be updated to https://weber.edu/goddard/DepartmentOfEconomics.html

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**B. Mission Statement**

Please review the Mission Statement for your department or academic program displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if the mission statement is current, please place an 'X' below.; If the information is not current, please provide an update:

**___ Information is current; no changes required.**

Update if not current:

**Mission**

The Department of Economics promotes an academic community where students and faculty are partners in learning and research. Through high-impact teaching, we provide our students with economic knowledge and skills to solve social, business, and financial challenges and be contributing members of society.

**C. Student Learning Outcomes**

Please review the Student Learning Outcomes for your academic program displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html**. In particular, review in light of recent strategic reporting and indicate any needed updates. If the outcomes are current, mark below.

**_X__ Information is current; no changes required.**

Update if not current:

D. **Curriculum**
*"A collection of courses is not a program. A curriculum has coherence, depth, and synthesis."*
(Linda Suskie; presentation at NWCCU Assessment Fellowship, June 19, 2019)

Please review the Curriculum Grid for your department or academic program displayed on the assessment site:
**http://www.weber.edu/portfolio/departments.html**.

Indicate in the curriculum grid where graduating student performance is assessed for each program outcome.  In the 'additional information' section, please provide information about these assessments (e.g., portfolios, presentations, projects, etc.) This information will be summarized at the college and institutional level for inclusion in our NWCCU reporting on student achievement.

Curriculum Map Format

|  | Learning Outcome 1 | Learning Outcome 2 | Learning Outcome 3 | Learning Outcome 4 | Learning Outcome 5 |
|---|---|---|---|---|---|
| ECON 1010 Economics as a Social Science |  |  | I | I |  |
| ECON 1100 Environmental Issues and Economic Policy |  |  | I |  |  |
| ECON 2010  Principles of Microeconomics |  |  | E |  |  |
| ECON 2020  Principles of Macroeconomics |  |  | E | E |  |
| ECON 3110 International Trade |  |  | E |  | E |
| ECON 3120 International Finance and Monetary Systems |  |  |  | E | E |
| ECON 3200 Money and Banking |  |  |  | E |  |
| ECON 3400 Labor Economics |  |  | E |  |  |
| ECON 4010 Intermediate Microeconomic Theory |  |  | E |  |  |
| ECON 4020 Intermediate Macroeconomic Theory |  |  |  | E |  |
| ECON 4170 Economic Development |  |  |  |  | E |
| ECON 4550 Introduction to Econometrics | E | E |  |  |  |
| ECON 4520 Public Finance |  |  | E |  |  |
| ECON 4560 Mathematical Economics | E |  |  |  |  |
| ECON 4810 Environmental Issues and Economic Policy |  |  | E |  |  |

| | Learning Outcome 1 | Learning Outcome 2 | Learning Outcome 3 | Learning Outcome 4 | Learning Outcome 5 |
|---|---|---|---|---|---|
| ECON 4970 Introduction to Research Methods | E | E | | | |
| ECON 4980 Research Methods | E (A) | E (A) | A | A | A |
| QUAN 2400 Business Calculus | E | | | | |
| QUAN 2600 Business Statistics I | | E | | | |
| QUAN 3610 Business Statistics II | | E | | | |

*Note[a]*: Define words, letters or symbols used and their interpretation; i.e. 1= introduced, 2 = emphasized, 3 = mastered or I = Introduced, E = Emphasized, U = Utilized, A = Assessed comprehensively; these are examples, departmental choice of letters/numbers may differ
*Note[b]:* Rows and columns should be transposed as required to meet the needs of each individual department

Additional Information (details about graduating student assessment)

**D-2. High Impact Educational Experiences in the Curriculum**
In response to the recent USHE requirement that all students have at least 1 HIEE in the first 30 credit hours and 1 HIEE in the major or minor we are asking programs to map HIEEs to curriculum using a traditional curriculum grid. This helps demonstrate how and where these goals are accomplished.

See narrative below.

| Courses | Department/Program use of High Impact Educational Experiences | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | HIEE 1 | HIEE 2 | HIEE 3 | HIEE 4 | Etc… | | | |
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HIEEs include capstone courses or experiences, community-engaged learning, evidence-based teaching practices, internships, project-based learning, study abroad/away, supplemental instruction, team-based learning, undergraduate research, pre-professional/career development experiences.

**Additional information (HIEE planning, assessment, or other information):**

High-impact teaching practices in the department take three forms.  Undergraduate research through our capstone course, community engaged learning through CEL designated courses, and internships.  Our capstone course is a highlight of the department and consistently produces high-quality student output. Students present their papers at national and international conferences such as the Utah Conference on Undergraduate Research, the National Conference of Undergraduate Research, and the International Business Forum where a department student received 2nd place honors for their research. The department also sees the many students who publish in *ERGO* as evidence of a successful undergraduate research program.  Frequently the Department of Economics is the most represented department in the journal.

The department also has success with community-engaged learning. Dr. Jenny Gnagey's Labor Economics course partnered with the Ogden non-profit Cottages of Hope to create the Ogden Independent Living Standard in which students estimated the incomes families of different sizes and ages would need to earn to cover their basic needs without relying on government assistance.  The final report was a publication-quality document published on Cottages of Hope's website.  Another CEL opportunity in the department involves Dr. Gavin Roberts partnering with a faculty member in English to teach an Honors Eccles course on the social impacts of natural resources.  As part of the course, students were required to partner with a community member to identify and disseminate actionable intelligence to improve societal outcomes related to the management of a chosen natural resource.

Finally the department has recently created an internship option for two of our majors.  Students in International Business Economics and Business Economics can now complete an internship as part of course requirements towards their major.  Examples of success include a student who was able to pass their State of Utah Property and Casualty insurance exam as part of their internship and a student who won an award within their company for the internship work they completed assisting the company to make better use of Tableau software.

**E. Assessment Plan**

Please update the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html. Keep in mind that reporting will be done biennially instead of annually; that should be reflected in your assessment plan. Please ensure that Gen Ed courses are assessed/reported at least twice during a standard program review cycle.

A complete plan will include a list of courses from which data will be gathered and the schedule, as well as an overview of the assessment strategy the department is using (for example, portfolios, or a combination of Chi assessment data and student survey information, or industry certification exams, etc.), and plans for continuous improvement.

Assessment plan:

The assessment plan is current.

**F. Report of assessment results for the most previous academic year:**

This report represents data collected and analyzed for both 2017-2018 and 2018-2019. The most recent data appears in the first table followed by the older data for each class.

    A. <u>Evidence of Learning: Courses within the Major</u>

## Course: ECON 4980 – Research Methods
## Semester taught: Fall 2018, Spring 2019
## Sections included: All

| Evidence of Learning: Courses within the Major 2018-2019 | | | | | | |
|---|---|---|---|---|---|---|
| Measurable Learning Outcome<br><br>Economics majors.. | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | Closing the Loop |
| **Learning Outcome 1**: Numerically literate and communication skill. | Measure 1: Rubric to evaluate the final research paper in ECON 4980 | Measure 1: 80% of all students will meet or exceed expectations (score of C or higher) | Measure 1: 96% of students met or exceeded expectations per rubric. | Measure 1: The trend in this area starting with the oldest and moving to the current year is 82%, 68%, 89%, 95%, 96%. After a temporary decline a few years ago, students are performing very well in this area. | Measure 1: No action necessary, though faculty will continue to offer writing assignments in their courses and encourage students to use peer review and the writing lab to improve numerical and communication skills. | |
| **Learning Outcome 2**: Use of Statistical Methods | Measure 1: Evaluation of the use of methods in the final research paper in ECON 4980. | Measure 1: 80% of all students will score 80% or above on the methods section of the final paper. | Measure 1: 73% of all students scored above 80% on the methods section for their final research paper. | Measure 1: The trend on this learning outcome starting with the oldest and moving to the current year is 80%, 72%, 84%, 73%. The threshold for Learning Outcome 2 is higher than the | See the narrative section below. We modified the threshold for this learning outcome. We will also implement a new rubric for the final paper in research methods. | |

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| Evidence of Learning: Courses within the Major 2018-2019 | | | | | | |
|---|---|---|---|---|---|---|
| Measurable Learning Outcome<br><br>Economics majors.. | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | Closing the Loop |
| | | | | threshold for learning outcome 1. Despite this higher standard, students have met the threshold in 3 out of the last five years. | | |
| **Learning Outcome 3:**<br>Use concepts of demand and supply to analyze current economic issues | Measure 1: Standardized test to assess Principles of Microeconomics knowledge | Measure 1: The class average will be substantially above the national average. | Measure 1: The class average of 57.65% (84th percentile) exceeded the normed national average of 42.6%. | The trend starting with the oldest and going to this year is, 65.54%, 51.1%, 61.57%, 57.65%. Despite a decline this year students are preforming well. | Continue to monitor the progress of students. Despite a small dip in scores, the Department is cautiously optimistic about scores in this area. | |
| **Learning Outcome 4**<br>Use aggregate demand and supply to analyze current macroeconomic issues | Measure 1: Standardized test to assess Principles of Macroeconomics knowledge | Measure 1: The class average will be substantially above the national average. | Measure 1: The class average of 60.78% (78th percentile) exceeded the normed national average of 47.3%. | The trend is starting with the oldest and going through this year is 64.4%, 56.3%, 64.31%, 60.78%. Students performed well. | Continue to monitor the progress of students. | |
| **Learning Outcome 5:**<br>Identify costs and benefits of a global economy | Measure 1:  Subset of international questions on the micro- and macroeconomics exam. | Measure 1: The class average will be substantially above the national average and will be higher than for the entire exam since most students take at least 2 upper-level courses that deal with international subject matter. | Measure 1: The average is 70.6%. | The trend starting with the oldest and going to this year is 69.6% 57.3%, 67.6%, 70.6%.  Students obtained a four-year high and scored higher on these questions compared to the overall micro and macro exams. | Report success to faculty.  Continue to discuss with faculty, new and old. | |

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**Course: ECON 4980 – Research Methods**
**Semester taught: Fall 2017, Spring 2018**
**Sections included: All**

| Evidence of Learning: Courses within the Major 2017-2018 | | | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome<br><br>Economics majors.. | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results |
| **Learning Outcome 1**: Numerically literate and communication skill. | Measure 1: Rubric to evaluate the final research paper in ECON 4980 | Measure 1: 80% of all students will meet or exceed expectations (score of C or higher) | Measure 1: 95% of students met or exceeded expectations per rubric. | Measure 1: The trend in this area is 82%, 68%, 89%, and 95%. After a temporary decline a few years ago, students are performing very well in this area. | Measure 1: No action necessary, though faculty will continue to offer writing assignments in their courses and encourage students to use peer review and the writing lab to improve numerical and communication skills. |
| **Learning Outcome 2:** Use of Statistical Methods | Measure 1: Evaluation of the use of methods in the final research paper in ECON 4980. | Measure 1: 80% of all students will score 80% or above on the methods section of the final paper. | Measure 1: 84% of all students scored above 80% on the methods section for their final research paper. | Measure 1: The three year trend on this learning outcome is 80%, 72% and 84%. Students improved in both learning outcome one and two this year. | Measure 1: Faculty will continue to focus on projects in QUAN 3610 and encourage students to take econometrics. In addition, faculty will make connections between methods and presentation of results in Research Methods. |
| **Learning Outcome 3:** Use concepts of demand and supply to analyze current economic issues | Measure 1: Standardized test to assess Principles of Microeconomics knowledge | Measure 1: The class average will be substantially above the national average. | Measure 1: The class average of 61.57% (88th percentile) exceeded the normed national average of 42.6%. | The three year trend is 65.5%, 51.1%, and 61.57%. Students performed very well. | Measure 1: Continue to monitor the progress of students. Department is cautiously optimistic about the higher scores. |

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| Evidence of Learning: Courses within the Major 2017-2018 | | | | | |
|---|---|---|---|---|---|
| Measurable Learning Outcome<br><br>Economics majors.. | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results |
| **Learning Outcome 4**<br>Use aggregate demand and supply to analyze current macroeconomic issues | Measure 1: Standardized test to assess Principles of Macroeconomics knowledge | Measure 1: The class average will be substantially above the national average. | Measure 1: The class average of 64.3% (82nd percentile) exceeded the normed national average of 47.3%. | The three year trend is 64.4%, 56.3%, and 64.31%. Students performed well. | Measure 1: Continue to monitor the progress of students. |
| **Learning Outcome 5:**<br>Identify costs and benefits of a global economy | Measure 1: Subset of international questions on the micro- and macroeconomics exam. | Measure 1: The class average will be substantially above the national average and will be higher than for the entire exam since most students take at least 2 upper-level courses that deal with international subject matter. | Measure 1: The average is 67.6 %. | The three year trend is 69.6% 57.3%, and 67.6%. Students scored higher on these questions compared to the overall micro and macro exams. | Measure 1: Report success to faculty. Continue to discuss with faculty, new and old. |

Additional narrative (optional – use as much space as needed):

The data trends for department learning outcome 2 sparked a conversation about how faculty grade the methods section of the paper. A meeting was held with all faculty involved in teaching research methods. During the meeting, faculty reported on how they use the rubric to grade the methods section. Two action items resulted. The first is a new threshold for this learning outcome: "80% of students will be competent in the methods section of their final paper." The current definition of competent is "Competent: (1) Uses data or other historical evidence to evaluate the thesis. (2) Makes explicit use of numerical estimates (mean, median, standard deviation), graphical analysis (scatter plots, line graphs, and box plots), or computer simulations where appropriate. (3) Reference to historical evidence is used for evaluation, but it is simplistic. (4) Creates a survey or an experiment in which the design significantly follows recommendations in the literature, and follows standard survey and experimental practices." The second action item is to review the rubric for the final paper with an eye towards updates and clarification. The new threshold and rubric will be implemented in Spring of 2020.

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c. Evidence of Learning: General Education Courses
(Area-specific EOL grids can be found at http://weber.edu/oie/Complete_Rubrics.html; they can replace this page.)

## Course: ECON 1010 Economics as a Social Science
## Semester taught: Fall 2018, Spring 2019
## Sections included: 2

| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | Closing the Loop |
|---|---|---|---|---|---|---|
| **Gen ED SS Outcome 1:** "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process. | Measure 1: Scores on nine open ended problems and 215 observations. | Measure 1: 70% of students will score 80% or higher on the 9 open ended problems. | On average, 76.3% of students obtained 80% or above | This is a new method of measurement. The threshold was met. The performance can be attributed to signature assignments that expose students to social issues and diverse perspectives. | Continue to monitor results based on this new assessment. | |
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| **Gen ED SS Outcome 2:** "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change. | Measure 1: Scores on 12 open ended questions and 296 observations. | Measure 1: 70% of students will score 80% or higher on the 12 open ended problems. | On average, 72.3% of students obtained 80% or above. | This is a new method of measurement. The threshold was met. | Continue to monitor results based on this new assessment. | |
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| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | Closing the Loop |
|---|---|---|---|---|---|---|
| **Gen ED SS Outcome 3:** "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations. | Measure 1: Scores on 12 open ended questions and 296 observations. | Measure 1: 70% of students will score 80% or higher on the eight open ended problems. | On average, 77.2% of students obtained 80% or above. | This is a new method of measurement. The threshold was met. The performance can be attributed to signature assignments that expose students to social issues and diverse perspectives. | Continue to monitor results based on this new assessment. | |
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## Course: ECON 1010 Economics as a Social Science
## Semester taught: Taught Fall 2017, Spring 2018, assessed in Spring 2018.
## Sections included: 2

| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results |
|---|---|---|---|---|---|
| **Gen ED SS Outcome 1:** "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process. | Measure 1: There were a total of 1,147 person-by-question level observations administered over three exams in one semester | Measure 1: 70% of students will correctly answer the questions. | On average, 73% of students answered correctly | The two year trend using this type of assessment is 70% and 73%. Students demonstrate competence. | No specific action necessary. However, in response to general education's change to big questions, and signature assignments, assessment will more closely align with these features next year. |
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| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results |
|---|---|---|---|---|---|
| | | | | | |
| **Gen ED SS Outcome 2:** "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change. | Measure 1: There were a total of 2,315 person-by-question level observations over three exams in one semester | Measure 1: 70% of students will correctly answer the questions. | On average, 68% of students answered correctly | After a redesign two years ago, performance on this learning outcome is lower than three years ago, but pretty similar to last year. The two year trend is 67% and 68%. Students are close to threshold. | This will be the last semester of assessment using this set of questions. Next year the assessment will be based more on big questions and signature assignments. |
| | | | | | |
| **Gen ED SS Outcome 3:** "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations. | Measure 1: There were a total of 983 person-by-question level observations over three exams in one semester | Measure 1: 70% of students will correctly answer the questions. | On average, 73% of students answered correctly | The two year trend using this type of assessment is 73% and 73%. Students demonstrate competence. | Next year assessment will be based more on big questions and signature assignments. No specific action necessary. |
| | | | | | |

ECON 1010 assessment in 2018-2019 changed to doing more economic analysis and less multiple choice questions. Under the new assessment regime, students complete assignments that are tied to specific learning outcomes. This emphasis on doing economics as part of assessment is more rigorous and perhaps a better measure of student understanding.

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## Course: ECON 1740 Economic History of the United States
## Semester taught: Fall 2018, Spring 2019
## Sections included: 4

| GE Learning Goal | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | Closing the Loop |
|---|---|---|---|---|---|---|
| Students will have a reasonable understanding of the significant political, economic, and social changes in American **history**. | Measure 1: A weighted average of three essay questions over two semesters, n = 181 | 60% of students will score 60% or above on the essay questions | 46.96% of students answered the question correctly | Scores in this area decreased from last year and hit a four year low. The trend in this area is 62.5%, 50% 59%, 46.96%. This learning outcome is evaluated using essays. Essays are more difficult than multiple choice questions. It would be possible to increase the percentages on this learning outcome by switching to MC questions. Instead the instructor will better cover this information in review documents and class time. | After discussing results regarding this learning outcome, the following actions will be taken to try to help student learning in this area: (1) There will be more detailed questions in the review document, (2) Explicit discussion of these topics in the review sessions before midterms and finals. | The trend took an unexpected dip. It was hoped that the use of signature assignments and big questions would result in a permanent increase in performance, however, that has not been the case here. The SA and BQ loop is therefore closed and based on data, it is time to move to the next strategy. |
| Students will have a reasonable understanding of the major **principles** of | Measure 1: A weighted average of two multiple choice questions given in Fall and Spring Semesters, n = 89 student by | 60% of students will score 60% or above on the essay questions | 77.5% of students answered the questions correctly. | Students successfully demonstrated a reasonable understanding in this area. The trend in this area is | No specific action necessary. | |

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|---|---|---|---|---|---|---|
| American civilization, including the concepts of popular sovereignty, liberty, and equality. | question observations. | | | 78%, 71%, and 75%, 77.5%. | | |
| Students will have a reasonable understanding of the institutions and practices of the **government** provided for in the United States Constitution. | Measure 1: Score on two multiple choice questions given in Fall and Spring Semesters, n =73 | 60% of students will correctly answer the questions. | 80.82% of students answered the question correctly. | Students met the threshold of reasonable understanding for this learning goal. The trend in this area is 60%, 68%, 70%, 80.8%. | No specific action plan necessary. Scores are on a upward trend and reached a high this year. | |
| Students will have a reasonable understanding of the basic workings and evolution of a **market economy** in the United States. | Measure 1: Weighted average of three essay questions given in Fall and Spring Semesters, n = 170 student by question observations | 60% of students will score 60% or above on the essay questions | 58.24% of students scored 60% or above on the essay questions. | Students were just shy of the threshold of reasonable understanding for this learning goal. The trend in this area is 62%, 61%, 65%, 58.24%. | After increasing the last three years, scores in this area were lower this year. The scores this year were very close to threshold. | |

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**Course: ECON 1740 Economic History of the United States**
**Semester taught: Fall 2017, Spring 2018**
**Sections included: 4**

| GE Learning Goal | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results |
|---|---|---|---|---|---|
| Students will have a reasonable understanding of the significant political, economic, and social changes in American **history**. | Measure 1: A weighted average of three essay questions over two semesters, n = 175 | 60% of students will score 60% or above on the essay questions | 59% of students answered the question correctly | Scores in this area increased from last year and are closer to the three year high from 2015-2016. The three year trend in this area is 62.5%, 50% and 59%. | The trend for this learning outcome is heading in the right direction, perhaps boosted by signature assignments and big questions. The instructor will continue to implement these practices. |
| Students will have a reasonable understanding of the major **principles** of American civilization, including the concepts of popular sovereignty, liberty, and equality. | Measure 1: A weighted average of two multiple choice questions given in Fall and Spring Semesters, n = 81 student by question observations. | 60% of students will score 60% or above on the essay questions | 75% of students answered the questions correctly. | Students successfully demonstrated a reasonable understanding in this area. The three year trend in this area is 78%, 71%, and 75%. | No specific action necessary. |

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|---|---|---|---|---|---|
| Students will have a reasonable understanding of the institutions and practices of the **government** provided for in the United States Constitution. | Measure 1: Score on a multiple choice question given in Fall and Spring Semesters, n =60 | 60% of students will correctly answer the questions. | 70% of students answered the question correctly. | Students met the threshold of reasonable understanding for this learning goal. The three year trend in this area is 60%, 68%, and 70% | No specific action plan necessary. Scores are on a three year upward trend. |
| Students will have a reasonable understanding of the basic workings and evolution of a **market economy** in the United States. | Measure 1: Weighted average of three essay questions given in Fall and Spring Semesters, n = 174 student by question observations | 60% of students will score 60% or above on the essay questions | 65% of students scored 60% or above on the essay questions. | Students met the threshold of reasonable understanding for this learning goal. The three year trend in this area is 62%, 61%, 65% | No specific action plan necessary. Scores are on a three year upward trend. |

## Course: ECON 2010 Principles of Microeconomics
## Semester taught: Taught Fall 2018 and Spring 2019; assessed Spring 2019.
## Sections included: 3

| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | Closing the Loop |
|---|---|---|---|---|---|---|
| **Gen ED SS Outcome 1:** "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process. | A set of three multiple choice questions over two instructors, n = 402 person-by-question observations | Measure 1: 70% of students will correctly answer the questions. | Overall 89% of the questions were answered correctly. | The trend is 81%, 84%, 87%, 89%. Students demonstrate competence | No specific action is necessary | |
| | | | | | | |
| **Gen ED SS Outcome 2:** "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change. | A set of three multiple choice questions over two instructors, and three sections, n = 402 person-by-question observations | Measure 1: 70% of students will correctly answer the questions. | Overall 73% of the questions were answered correctly. | The trend is 93%, 66%, 71%, 73%. The numbers continue to trend upward after a large dip a few years ago. | The instructors gathered to the discuss the data and improvements to this learning outcome. The instructors agreed that students need more practice with applications and to that end created more application based problems in their homework assignments. Specifically, more questions on game theory and on the | |

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| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | Closing the Loop |
|---|---|---|---|---|---|---|
| | | | | | marginal revenue equals marginal cost condition will be added to the homework. | |
| | | | | | | |
| **Gen ED SS Outcome 3:** "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations. | A set of three multiple choice questions over two instructors and three sections, n = 402 person-by-question observations. | Measure 1: 70% of students will correctly answer the questions. | Overall 84% of the questions were answered correctly | The trend is 93%, 87%, 87%, 84%. Scores are steady and students demonstrate competence. | No specific action necessary. | |
| | | | | | | |

## Course: ECON 2010 Principles of Microeconomics
## Semester taught: Taught Fall 2017, Spring 2018, assessed in Fall 2017 and Spring 2018.
## Sections included: 5

| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results |
|---|---|---|---|---|---|
| **Gen ED SS Outcome 1:** "Interactions between individuals and society" Students will describe how individuals and groups influence and | A set of three multiple choice questions over three instructors, three sections, and two semesters, n = 762 person-by- | Measure 1: 70% of students will correctly answer the questions. | Overall 87% of the questions were answered correctly. | The trend is 81%, 84%, 87%. Students demonstrate competence | No specific action is necessary |

| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results |
|---|---|---|---|---|---|
| are influenced by social contexts, institutions, physical environments and/or global process. | question observations | | | | |
| | | | | | |
| **Gen ED SS Outcome 2:** "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change. | A set of three multiple choice questions over three instructors, three sections, and two semesters, n = 762 person-by-question observations | Measure 1: 70% of students will correctly answer the questions. | Overall 71% of the questions were answered correctly. | The three year trend is 93%, 66%, and 71%. The numbers are trending up again after a fall last year. | We piloted big questions and signature assignments last year. Instructors also were more aware of the drop in scores last year and adjusted to give ensure learning this year. We will continue to use signature assignment, big questions and to emphasize applications in the year ahead. |
| | | | | | |
| **Gen ED SS Outcome 3:** "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations. | A set of three multiple choice questions over three instructors, three sections, and two semesters, n = 762 person-by-question observations | Measure 1: 70% of students will correctly answer the questions. | Overall 87% of the questions were answered correctly | The three year trend is 93%, 87%, and 87%. Scores are steady and students demonstrate competence. | No specific action necessary. |
| | | | | | |

**Course: ECON 2020 Principles of Macroeconomics**
**Semester taught: Taught Fall 2018, Spring 2019, assessed in Fall 2018 and Spring 2019.**
**Sections included: 4**

| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | Closing the Loop |
|---|---|---|---|---|---|---|
| **Gen ED SS Outcome 1:** "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process. | Measure 1: A set of 2 multiple choice questions over 2 instructors, eight sections, and two semesters, n = 440 | Measure 1: 70% of students will correctly answer the questions. | On average, 87% of students answered correctly | Performance on this learning outcome is strong. The trend is 68%, 88%, 85%, 87%. | No specific action is necessary. | |
| | | | | | | |
| **Gen ED SS Outcome 2:** "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change. | Measure 1: A set of 2 multiple choice questions over 2 instructors, eight sections, and two semesters, n = 440 | Measure 1: 70% of students will correctly answer the questions. | On average, 63% of students answered correctly. | Then numbers increase somewhat this year compared to the previous two years. The trend on this learning outcome is 79%, 61%, 61%, 63%. | In response to low scores in this area over the past couple of cycles, faculty have added items on practice tests, created multiple choice questions to post on Canvas, spent more time on international topics, created an assignment on real vs. nominal quantities. One concern instructors have mentioned in | Instructors have spent more class time on this learning outcome, used examples, discussed implications of policies, and had students work on problems to help them understand the difference between nominal and real concepts. While this is a solid strategy, the instructors think that the examples |

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| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | Closing the Loop |
|---|---|---|---|---|---|---|
| | | | | | the embedding of questions in a comprehensive final.  Students may not study "old" material as thoroughly as they should and therefore do not perform well on assessment questions from that old material. | used in class are a little too abstract for students to grasp and retain the information. Instructors plan on giving simpler examples to explain concepts. |
| | | | | | | |
| **Gen ED SS Outcome 3:** "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations. | Measure 1: A set of 2 multiple choice questions over 2 instructors, eight sections, and two semesters, n = 442 | Measure 1: 70% of students will correctly answer the questions. | On average, 70% of students answered correctly. | The trend in this area is 71%, 68%, 72%, 70% Scores in this area are stable. | No Specific Action Necessary. | |
| | | | | | | |

**Course: ECON 2020 Principles of Macroeconomics**
**Semester taught: Taught Fall 2017, Spring 2018, assessed in Fall 2017 and Spring 2018.**
**Sections included: 4**

| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | |
|---|---|---|---|---|---|---|
| **Gen ED SS Outcome 1:** "Interactions between individuals and society" Students will describe how individuals and groups influence and are influenced by social contexts, institutions, physical environments and/or global process. | Measure 1: A set of 2 multiple choice questions over 2 instructors, eight sections, and two semesters, n = 568 | Measure 1: 70% of students will correctly answer the questions. | On average, 85% of students answered correctly | Performance on this learning outcome has stabilized relative to two years ago. The three year trend is 68%, 88%, and now 85%. | No specific action is necessary. | |
| | | | | | | |
| **Gen ED SS Outcome 2:** "Application of concepts, theories, and methods". Students will apply basic social science concepts, theories, and/or methods to a particular issue and identify factors that influence change. | Measure 1: A set of 2 multiple choice questions over 2 instructors, eight sections, and two semesters, n = 571 | Measure 1: 70% of students will correctly answer the questions. | On average, 61% of students answered correctly. | Scores in this learning outcome declined considerably last year and did not rebound this year. The three year trend on this learning outcome is 79%, 61%, and 61% this year. | After focusing on diverse perspectives, it appears there have been some losses in performance with respect to "application of concepts, theories, and methods." Faculty will balance their efforts in order to increase learning on this learning outcome. | |
| | | | | | | |

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| Outcome | Method of Measurement | Target Performance | Actual Performance | Interpretation of Findings | Action Plan/Use of Results | |
|---|---|---|---|---|---|---|
| | | | | | | |
| **Gen ED SS Outcome 3:** "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand alternative explanations. | Measure 1: A set of 2 multiple choice questions over 2 instructors, eight sections, and two semesters, n = 561 | Measure 1: 70% of students will correctly answer the questions. | On average, 72% of students answered correctly. | Scores in this area reached a three year high. Two years ago, the scores were 71%, last year 68%, and 72% this year. | It appears that faculty efforts to spend more time in class analyzing global impacts on aggregate demand and the global economy paid off with respect to this learning outcome. Faculty should be encouraged by these efforts and continue their hard work. | |
| | | | | | | |

It is proposed that these assessment results will be reviewed by the General Education Improvement & Assessment Committee, who will provide feedback on evidence of continuous improvement.

Additional narrative (optional – use as much space as needed):

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**Appendix A**

Most departments or programs receive a number of recommendations from their Five/Seven-Year Program Review processes. This page provides a means of updating progress towards the recommendations the department/program is acting upon.

| Date of Program Review: #### | Recommendation | Progress Description |
|---|---|---|
| Recommendation 1 | The team recommends that the department articulate and formalize a longer-term strategic plan to support its mission. The Department has begun this process and had met on this in the most recent semester. The strategic plan should have a set of long-term goals supported by objectives and actions to meet those objectives. The self-study document lists a set of objectives to support the vision. A clear set of actions to meet those objectives would go a long way to completing the strategic plan. | We have engaged in a strategic planning process over the five year period complete with nearer and longer term goals. |
| | | |
| Recommendation 2 | How will the growing number of students likely to take the Economics Internship option be assessed? | We have added some questions in the employer survey in which they assess our students on a variety of skills. |
| | | |
| Recommendation 3 | The College has three very new academic advisors. It is the Department's responsibility to make certain that advisors thoroughly understand what careers and job opportunities are available to students of economics and what educational route will help students reach their goals | We have continued to work the the advising office.  Changes in personnel have made this particularly challenging. We will continue to work with the new advisors once they are hired. |

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| | | #### +2 progress |
| --- | --- | --- |
| Recommendation 4 | The team was quite satisfied with the energy and engagement of the faculty and their commitment to excellence. The only potential concern is the increase in course offerings and programs given the number of majors and students. More offerings are likely to drop upper level course enrollments unless the number of students and majors continue to increase. While enrollments have shown a general overall increasing trend, the Department's reliance on the potentially volatile 2+2 program may be problematic, particularly if the university moves to such a model. | The department has been pleased with the response to our new electives. Game Theory in its initial year offered had nearly 20 students. This year, 31 are registered. These numbers are despite the fact that the 2+2 program numbers are now around five income students per year. While the college is working with university administration to plan for new opportunities, these are at least a year in the future. The department has been watching the trends and preparing for a time with a low number of 2+2 students and we are now in that time. |
| | | |
| Recommendation 5 | The team understands the importance of being included in the College's strategic plan. Although the Department appears to be valued by the College, paradoxically, exclusion from the list of "priority" departments in the strategic plan sends a conflicting message. The Department has an engaged faculty that would likely respond admirably to inclusion in this document. Revisiting the strategic plan of the College and allowing all departments to showcase their strengths and contributions would likely go a long way toward creating a stronger team spirit among departments. | The college is currently in the process of revising the strategic plan. The department is fully involved in the process and looks forward to creating and implementing a new plan. |
| | | |

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| Recommendation 6 | The Department boasts a large number of graduates going on to graduate school. However, a significant percentage will not. It might be helpful to begin aligning the Department with corporate partners. One way to do this is through the development of an Executive Advisory Council. | The department is pleased to have created an advisory board in the 2018-2019 school year. Our first meeting is planned for October. |
|---|---|---|
| | | |
| Recommendation 7 | The $80 fee has been mentioned as a possible source of the College's decline in enrollment relative to the University, which likely impacted Economics majors as well. The Department should conduct a study on the impact of the fee on the College's and Department's enrollments and revenues. If the fee is the source of decline, the College might consider (a) lowering the fee or (b) making certain that students understand the benefits that accrue to them as a result of the fee. The latter might involve a fairly significant internal marketing campaign. Elimination of calculus for many programs in the College will directly and indirectly impact the Department and enrollment in economics majors. Perhaps the Department and College can agree to *a form of Business Math that is inclusive of the needs of all departments.* | It appears that the dean and the administration have begun the process of unwinding differential tuition. So far the elimination of calculus has not affected department enrollments. |
| Recommendation 8 | Include all matriculated students in ORSEE | We talked with the relevant folks and this is not an option. We continue our old way of signing up students for experiments. |

**Appendix B**

Please provide the following information about the full-time and adjunct faculty contracted by your department during the last academic year (summer through spring). Gathering this information each year will help with the headcount reporting that must be done for the final Five Year Program Review document that is shared with the State Board of Regents.

| Faculty Headcount | 2017-18 | 2018-19 |
|---|---|---|
| With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution) | | |
| Full-time Tenured | 6 | 6 |
| Full-time Non-Tenured (includes tenure-track) | 6 | 6 |
| Part-time and adjunct | 1 | 1 |
| | | |
| With Master's Degrees | | |
| Full-time Tenured | | |
| Full-time Non-Tenured | | |
| Part-time and adjunct | 8 | 10 |
| | | |
| With Bachelor's Degrees | | |
| Full-time Tenured | | |
| Full-time Non-tenured | | |
| Part-time and adjunct | | |
| | | |
| Other | | |
| Full-time Tenured | | |
| Full-time Non-tenured | | |
| Part-time | | |
| Total Headcount Faculty | 21 | 23 |
| Full-time Tenured | 6 | 6 |
| Full-time Non-tenured | 6 | 6 |
| Part-time | 9 | 11 |

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**Appendix C** – alternative format for Evidence of Learning Reporting

NA

**Please respond to the following questions.**

1) First year student success is critical to WSU's retention and graduation efforts. We are interested in finding out how departments support their first-year students. Do you have mechanisms and processes in place to identify, meet with, and support first-year students? Please provide a brief narrative focusing on your program's support of new students:

   a. Any first-year students taking courses in your program(s).

   We have two main first year courses in the department, ECON 1010 – Economics as a Social Science and ECON 1740 – Economic History of the United States. We support these students by deploying some of our best faculty members in these courses. Dr. Grijalva has taught the course for numerous years and is a continuous innovator. She is constantly creating economic experiments to illustrate economic behavior in the classroom. Dr. Vaughan also teaches the course. He brings deep insight to the course from his role as the Director of the Center for the Study of Poverty and Inequality. Dr. La Parra-Perez teaches ECON 1740 with an unmatched passion for economic history. This type of dedication and quality in the classroom encourages student success.

   b. Students declared in your program(s), whether or not they are taking courses in your program(s)

   One opportunity for new students is the Associate Degree of Business and Economics. When students sign up for the degree, they are immediately brought under the college umbrella. Specifically this includes talking with college-specific advisors for guidance on GSBE degree completion. The college has also started a new student outreach effort through the Freshman Sophomore Business Club. Finally, the college Career Services Director is making an effort to get new students into his office sooner. Trends are that more students are completing more than one internship. Getting students into career services helps students find multiple internships and prepare early for the job market.

2) A key component of sound assessment practice is the process of 'closing the loop' – that is, following up on changes implemented as a response to your assessment findings, to determine the impact of those changes/innovations. It is also an aspect of assessment on which we need to improve, as suggested in our NWCCU mid-cycle report. Please describe the processes your program has in place to 'close the loop'.

The key closing the loop activity for the department is constant and continuous assessment. Constant and continuous assessment leads to closing the loop as we are always looking at assessment data to learn if changes improved measures of learning. We assess all learning outcomes each semester. This allows us to follow up on assessment findings on a semester-by-semester basis in department meetings.

Specific actions in this cycle would include
- Department Learning Outcome 2: We have seen fairly steady performance near the threshold for LO2. We will continue to emphasize projects and writing in QUAN 3610, but largely consider this as integrated into our overall effort. This loop is closed. In 2019, we will open another loop to refine the threshold for LO2 and improve rubric clarity.
- ECON 1010 was an early adopter to Big Questions and Signature Assignments. Student performance in ECON 1010 was due, in part, to implementation of this new pedagogy. Of course, Big Questions and Signature Assignments will continue to be used in the course.
- ECON 1740 was also an early test case of the performance of BQs and SAs for improving student learning. Based on assessment data, BQs and SAs did not have the desired impact. This loop is now closed and new strategies are under consideration for ECON 1740. The new focus will be on more detailed review documents and more discussion of the significant political, economic, and social changes in American history.
- ECON 2020, Learning Outcome 2: Instructors tried to apply the concepts and theories but chose examples that were too complex. Instructors have closed that loop and are moving to simpler examples that still apply theory and concepts.

# Glossary

Student Learning Outcomes/Measurable Learning Outcomes
The terms 'learning outcome', 'learning objective', 'learning competency', and 'learning goal' are often used interchangeably. Broadly, these terms reference what we want students to be able to do AFTER they pass a course or graduate from a program. For this document, we will use the word 'outcomes'. Good learning outcomes are specific (but not too specific), are observable, and are clear. Good learning outcomes focus on skills: knowledge and understanding; transferrable skills; habits of mind; career skills; attitudes and values.
- Should be developed using action words (if you can see it, you can assess it).
- Use compound statements judiciously.
- Use complex statements judiciously.

Curriculum Grid
A chart identifying the key learning outcomes addressed in each of the curriculum's key elements or learning experiences (Suskie, 2019). A good curriculum:
- Gives students ample, diverse opportunities to achieve core learning outcomes.
- Has appropriate, progressive rigor.
- Concludes with an integrative, synthesizing capstone experience.
- Is focused and simple.
- Uses research-informed strategies to help students learn and succeed.
- Is consistent across venues and modalities.
- Is greater than the sum of its parts.

Target Performance (previously referred to as 'Threshold')
The level of performance at which students are doing well enough to succeed in later studies (e.g., next course in sequence or next level of course) or career.

Actual Performance
How students performed on the specific assessment. An average score is less meaningful than a distribution of scores (for example, 72% of students met or exceeded the target performance, 5% of students failed the assessment).

Closing the Loop
The process of following up on changes made to curriculum, pedagogy, materials, etc., to determine if the changes had the desired impact.

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Continuous Improvement
An idea with roots in manufacturing, that promotes the ongoing effort to improve. Continuous improvement uses data and evidence to improve student learning and drive student success.

Direct evidence
Evidence based upon actual student work; performance on a test, a presentation, or a research paper, for example. Direct evidence is tangible, visible, and measurable.

Indirect evidence
Evidence that serves as a proxy for student learning. May include student opinion/perception of learning, course grades, measures of satisfaction, participation. Works well as a complement to direct evidence.