

Weber State University  
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program:  
Academic Year of Report: 2020/21 (covering Summer 2019 through Spring 2021)  
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We have updated the Institutional Effectiveness website, which includes an update for each program page. All Biennial Assessment and Program Review reports will now be available on a single page. Please review your page for completeness and accuracy, and indicate on the list below the changes that need to be made. Access your program page from the top-level [results](#) page. Select the appropriate college and then your program from the subsequent page.

**A. Mission Statement**

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

Update if not current:

**B. Student Learning Outcomes**

(please note the addition of certificate and associate credential learning outcomes)

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

Update if not current:

**C. Curriculum** (please note, we are using Google Sheets for this section so that updates are easier to make)

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

Update if not current (you may request access to the Google Sheet if that is easiest, or we can make the updates):

(Please review your current curriculum grid and verify that at least one course has been identified for each outcome in which you expect your students to demonstrate the desired competency of a graduating student. This could be shown in a variety of ways: classroom work, clinical or internship work, a field test, an ePortfolio, etc.)

**D. Program and Contact Information**

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

Update if not current:

### **E. Assessment Plan**

We have traditionally asked programs to report on outcome achievement by students at the course level. We are encouraging programs to consider alternative assessment approaches and plans that are outcome-based as opposed to course-based, though course-based assessment can continue to be used. A complete assessment plan will include a timeline (which courses or which outcomes will be assessed each year), an overall assessment strategy (course-based, outcome-based, reviewed juries, ePortfolio, field tests, etc.), information about how you will collect and review data, and information about how the department/program faculty are engaged in the assessment review.

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

Update if not current:

### **F. Student Achievement**

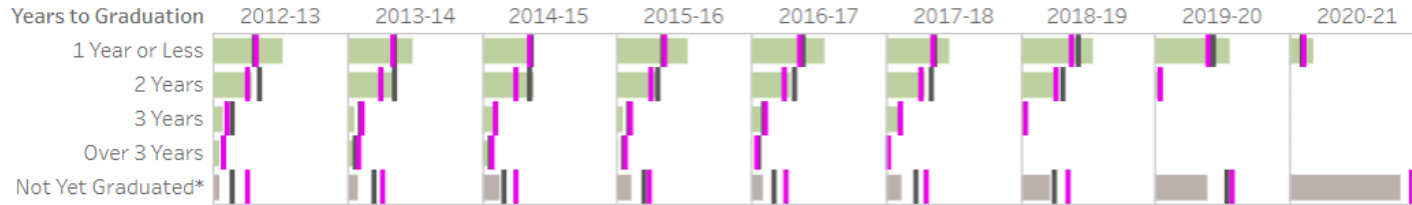
- i. Percent of students completing degrees after 90 credit hours within 2 years and a reflection on that metric (this information can be accessed on the Program Review Undergraduate dashboard – tab labeled, ‘Time to Grad from 90CH – please reach out to [oie@weber.edu](mailto:oie@weber.edu) if you need help with this metric). What department initiatives are in place to address this?

### Time to Baccalaureate Degree from 90 Credit Hour Mark

View Comparisons?

Yes

Light gray & green bars are department percentages. Dark Gray benchmark bars indicate college percentage. Fuchsia benchmark bars indicate university percentage. If the light gray or green bar passes the benchmark lines, then that measure is performing above what your college and/or university is producing.



### Additive Program Unit Percentages

Data for the most recent three years reflect in-progress students and may change over time

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
In 1 Year or Less	51%	48%	36%	53%	54%	47%	54%	56%	18%
In 2 Years or Less	81%	83%	75%	84%	83%	76%	78%	61%	18%
In 3 Years or Less	89%	88%	84%	89%	92%	88%	78%	61%	18%
At Any Point	95%	93%	87%	89%	92%	88%	78%	61%	18%
Has Not Graduated	5%	8%	13%	11%	8%	12%	22%	39%	82%

The department performs better than the college and university with respect to the 1 year or less completion rates from 90 credit hours. The department performs approximately equal to the college and better than the university in 2 years or less. Some of the strong performance over time comes from the time sensitive 2+2 students from Shanghai Normal University.

## Evidence of Learning

### A. Evidence of Learning: Courses within the Major

Evidence of Learning Worksheet: **Courses within the Major – Copy as needed (see appendix for alternative format)**

Evidence of Learning: Courses within the Major 2019-2021						
Measurable Learning Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
Economics majors..						
<b>Learning Outcome 1:</b> 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	Measure 1: In 2019-2020, 88% of students met or exceeded expectations per rubric. In 2020-2021, 87% of students did.	Measure 1: The trend in this area starting with the oldest and moving to the current year is 82%, 68%, 89%, 95%, 96%, 88%, 87%. Excellent performance continues for this learning outcome five years in a row.	Continue to monitor progress.	
<b>Learning Outcome 2:</b> Use of Statistical Methods	Measure 1: Evaluation of the use of methods in the final research paper in ECON 4980.	80% of students will be competent in the methods section of their final paper. Competency defined in the appendix at the end of the report.	Measure 1: In 2019-2020, 88% of all students were competent on the methods section for their final research paper. In 2020-2021, 100% of students were competent.	Measure 1: We changed the measure on this learning outcome Spring Semester 2021. So far, it looks promising.	Continue to monitor student progress with the new learning outcome and the new rubric.	So far, the change in the learning outcome and rubric appear to be working.
<b>Learning Outcome 3:</b> 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: In 2019-2020, the class average was 53% (79 <sup>th</sup> percentile). In 2020-2021 the class average was 62% (91 <sup>th</sup> percentile). The class averages exceeded	The trend starting with the oldest and going to this year is, 65.54%, 51.1%, 61.57%, 57.65%, 53%, 62%. Despite a small decline in 2019-2020, the percentiles show that	Continue to monitor the progress of students.	

<b>Evidence of Learning: Courses within the Major 2019-2021</b>						
Measurable Learning Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
Economics majors..						
			the normed national average of 42.6%.	students performed very well overall.		
<b>Learning Outcome 4</b> 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: In 2019-2020, the class average was 54% (69 percentile) and in 2020-2021 the class average was 65% (86 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% 54%, 65%. Despite a small decline in 2019-2020, the percentiles show that students performed very well overall.	Continue to monitor the progress of students.	
<b>Learning Outcome 5:</b> 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 was 62% in 2019-2020 and 87% in 2020-2021.	The trend starting with the oldest and going to this year is 69.6% 57.3%, 67.6%, 70.6%, 62%, 87%. A dip in performance in 2019-2020, but an all-time high in 2020-2021.	Report success to faculty.	

See appendix for the rubric related to Learning Outcome 2

The feedback from last report said we should choose a threshold rather than “substantially better than the national average.” This may be something we consider in the future. For now, we are pleased that the percentiles are so high.

Some students in our major participate in internships. We deploy a survey to each onsite internship manager. During the reporting period, out of 17 internships, onsite managers rated the interns' overall performance as 5 out of 5, writing skills as 4.9 out of 5, research skills as 4.7 out of 5, problem solving skills 4.8 out of 5, Interpersonal Skills as 4.9 out of 5, Working independently as 4.9 out of 5, and Comparison with other interns as 4.8 out of five. We interpret this data to mean that our department students completing internships are doing very well.

c. Evidence of Learning: General Education Courses

(Area-specific EOL grids can be found at <https://www.weber.edu/ie/Review and Assessment/Checklists and Templates.html>; they can replace this page.)

**Course: ECON 1010 Economics as a Social Science**

**Semester taught: Fall 2019, Spring 2020; assessed both semesters**

Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
<p><b>Gen ED SS Outcome 1:</b>                      “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.</p>	Measure 1: Scores on 11 open ended problems and 62 observations.	Measure 1: 70% of students will score 80% or higher	On average, 80% of students obtained 80% or above	The performance met threshold. There are a couple of topics that bring down overall performance, in particular, concepts in environmental economics. The trend is 76%, 68%, 80%.	Reinforce environmental topics in class and through more practice.	
<p><b>Gen ED SS Outcome 2:</b>                      “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.</p>	Measure 1: Scores on 10 open ended questions 62 observations.	Measure 1: 70% of students will score 80% or higher.	On average, 81% of students obtained 80% or above.	The performance met threshold. Students struggle with models of comparative advantage. The trend is 72%, 68%, 81%.	Reinforce comparative advantage in class and through more practice.	



Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
<b>Gen ED SS Outcome 3:</b> “Diverse Perspectives” Students will identify an argument about a social phenomenon and understand alternative explanations.	Measure 1: Scores on 6 open ended questions and 62 observations.	Measure 1: 70% of students will score 80% or higher	79% of students obtained 80% or above.	The performance met threshold. Students struggled with income inequality and designing a policy that maintains incentives for hard work. The trend is 77%, 73%, 79%.	Implement an extensive activity on income inequality.	

**Course: ECON 1010 Economics as a Social Science**

**Semester taught: Fall 2020, Spring 2021; assessed both semesters.**

Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
<p><b>Gen ED SS Outcome 1:</b>                      “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.</p>	<p>Measure 1: Scores on 8 open ended problems and 107 observations.</p>	<p>Measure 1: 70% of students will score 80% or higher</p>	<p>On average, 71% of students obtained 80% or above</p>	<p>The performance met threshold. Students seem to struggle applying supply and demand model to address price controls and regulations in the market. They did better on environmental econ topics. The trend is 76%, 68%, 80%, 71%.</p>	<p>Reinforce supply and demand topics in class and through more practice.</p>	<p>The reinforcement of environmental topics helped in that area. This year it appears students struggled in a different area.</p>
<p><b>Gen ED SS Outcome 2:</b>                      “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.</p>	<p>Measure 1: Scores on 8 open ended questions 107 observations.</p>	<p>Measure 1: 70% of students will score 80% or higher.</p>	<p>On average, 72% of students obtained 80% or above.</p>	<p>The performance met threshold. Students struggle with applications of supply and demand. The trend is 72%, 68%, 81%, 72%.</p>	<p>Reinforce supply and demand in class and through more practice.</p>	<p>The reinforcement of comparative advantage seemed to help. This year students struggled a different area.</p>
<p><b>Gen ED SS Outcome 3:</b>                      “Diverse Perspectives”                      Students will identify an argument about a social phenomenon and understand</p>	<p>Measure 1: Scores on 5 open ended questions and 107 observations.</p>	<p>Measure 1: 70% of students will score 80% or higher</p>	<p>72% of students obtained 80% or above.</p>	<p>The performance met threshold. The trend is 77%, 73%, 79%, 72%.</p>		<p>Students did better on income inequality but the overall performance on</p>

Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
alternative explanations.						this learning outcome fell.

Based on feedback from the last report, the department had a discussion about thresholds. No one could remember why 70% was chosen originally. It would be simple to adopt an 80% threshold because it is the norm, but that would not be a very good justification either. Instead, we have chosen to report the data over many report cycles. Reporting data over several reporting cycles allows evaluators to get a more detailed view of performance rather than if the department is meeting a given threshold in a single period. For example, in ECON 1010, the performance was superb in 2019-2020. In 2020-2021 it was lower, but closer to trend averages.

Changes in performance over reporting periods could be related to changes in delivery method associated with the pandemic.

**Course: ECON 1100 Environmental Issues and Economic Policy**

This course is being offered currently, Fall 2021, and enrollment is great! We will have data on learning outcomes to share once the semester is over. We plan on teaching this course regularly in the fall moving forward.

**Course: ECON 1740 Economic History of the United States**  
**Semester taught: Fall 2019, Spring 2020; assessed both semesters.**

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 <b>history</b> .	Measure 1: A weighted average of four essay questions and two multiple choice questions over two semesters, n = 162	60% of students will score 60% or above the essay questions or 60% will get the MC questions correct.	59% of students earned 60% or higher on the essay or answered the MC questions correctly.	After hitting a low last cycle, the scores rebounded to near the threshold this year. The trend in this area is 62.5%, 50% 59%, 47%, 59%. Numbers are up, but data here includes the pandemic.	Continue the use of MC questions and assess student learning again next year.	
Students will have a reasonable understanding of the major <b>principles</b> of American civilization, including the concepts of popular sovereignty, liberty, and equality.	Measure 1: A weighted average of four multiple choice questions, n = 88 student by question observations.	60% of students will score 60% or above the essay questions or 60% will get the MC questions correct.	69% of students answered the questions correctly.	Students successfully demonstrated a reasonable understanding in this area. The trend in this area is 78%, 71%, and 75%, 77%, 69%.	No specific action necessary.	

<p>Students will have a reasonable understanding of the institutions and practices of the <b>government</b> provided for in the United States Constitution.</p>	<p>Measure 1: Score on five multiple choice questions, n =127</p>	<p>60% of students will score 60% or above the essay questions or 60% will get the MC questions correct.</p>	<p>80% of students answered the question correctly.</p>	<p>Students met the threshold of reasonable understanding for this learning goal. The trend in this area is 60%, 68%, 70%, 80.8%, 80%.</p>	<p>No specific action plan necessary. Scores have been on an upward trend and stabilized this cycle.</p>	
<p>Students will have a reasonable understanding of the basic workings and evolution of a <b>market economy</b> in the United States.</p>	<p>Measure 1: Weighted average of three essay and three multiple choice questions, n = 164 student by question observations</p>	<p>60% of students will score 60% or above the essay questions or 60% will get the MC questions correct.</p>	<p>65% of students scored 60% or above on the essay questions or answered the MC questions correctly.</p>	<p>Students surpassed the target threshold. The trend in this area is 62%, 61%, 65%, 58.24%, 65%.</p>	<p>After decreasing last cycle, the scores rebounded this cycle. Overall there is above threshold performance on this measure.</p>	

**Course: ECON 1740 Economic History of the United States**  
**Semester taught: Fall 2020, Spring 2021; assessed Fall 2020**

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 <b>history</b> .	Measure 1: A weighted average of three multiple choice questions over, n = 174	60% of students will get the MC questions correct.	79% answered the MC questions correctly.	Performance in this area reach a high this cycle. The trend in this area is 62.5%, 50% 59%, 47%, 59%, 79%. The transition to MC question might have contributed to this higher score. Also, this data came from a semester that did not involve a COVID-induced, abrupt change in delivery format.	Continue the use of MC questions and assess student learning again next year.	
Students will have a reasonable understanding of the major <b>principles</b> of American civilization, including the concepts of popular sovereignty, liberty, and equality.	Measure 1: A weighted average of two multiple choice questions, n = 176 student by question observations.	60% of students will get the MC questions correct.	72% of students answered the questions correctly.	Students successfully demonstrated a reasonable understanding in this area. The trend in this area is 78%, 71%, and 75%, 77%, 69%, 72%.	No specific action necessary.	

Students will have a reasonable understanding of the institutions and practices of the <b>government</b> provided for in the United States Constitution.	Measure 1: Score on three multiple choice questions, n =173	60% of students will get the MC questions correct.	69% of students answered the questions correctly.	Students met the threshold of reasonable understanding for this learning goal. The trend in this area is 60%, 68%, 70%, 80.8%, 80%, 69%.	There has been a lot of change in question format used. Questions should stabilize and then reassess next cycle.	
Students will have a reasonable understanding of the basic workings and evolution of a <b>market economy</b> in the United States.	Measure 1: Weighted average of three MC questions, n = 202 student by question observations	60% of students will get the MC questions correct.	81% of students scored 60% or above on the essay questions.	Performance in this area reach a high this cycle. The trend in this area is 62%, 61%, 65%, 58.24%, 65%, 81%. The transition to MC question might have contributed to this higher score. Also, this data came from a semester that did not involve a COVID-induced, abrupt change in delivery format.	Continue the use of MC questions and assess student learning again next year.	

Transitioning ECON 1740 online was successful but extremely challenging. One thing that changed were the number of essay questions for assessment. As you can see from the assessment grid, more multiple-choice questions were used in assessment. Moving forward, one thing to decide about the assessment is if multiple choice questions will be used in the future, and if so, should the threshold be adjusted (recall that the current threshold was chosen based on the way essay questions are graded in the course).



**Course: ECON 2010 Principles of Microeconomics**

**Semester taught: Taught Fall 2019 and Spring 2020; assessed Fall 2019.**

Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
<p><b>Gen ED SS Outcome 1:</b>                      “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.</p>	A set of three multiple choice questions over two instructors, n = 444 person-by-question observations	Measure 1: 70% of students will correctly answer the questions.	Overall 88% of the questions were answered correctly.	The trend is 81%, 84%, 87%, 89%, 88%. Students demonstrate competence	No specific action is necessary	
<p><b>Gen ED SS Outcome 2:</b>                      “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.</p>	A set of three multiple choice questions over two instructors, and three sections, n = 444 person-by-question observations	Measure 1: 70% of students will correctly answer the questions.	Overall 75% of the questions were answered correctly.	The trend is 93%, 66%, 71%, 73%, 75%. The numbers continue to trend upward after a large dip a few years ago.	Continue with additional examples and applications and monitor this slight upward trend.	Additional homework problems and applications in this area seems to have increased the scores some compared to last reporting cycle.
<p><b>Gen ED SS Outcome 3:</b>                      “Diverse Perspectives”                      Students will identify an argument about a social phenomenon</p>	A set of three multiple choice questions over two instructors and three sections, n =	Measure 1: 70% of students will correctly answer the questions.	Overall 82% of the questions were answered correctly	The trend is 93%, 87%, 87%, 84%, 82%. Scores are steady and students demonstrate competence.	No specific action necessary.	

<b>Outcome</b>	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
and understand alternative explanations.	444 person-by-question observations.					

**Course: ECON 2010 Principles of Microeconomics**

**Semester taught: Taught Fall 2020 and Spring 2021; assessed both semesters.**

Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
<p><b>Gen ED SS Outcome 1:</b>                      “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.</p>	A set of three multiple choice questions over two instructors, n = 860 person-by-question observations	Measure 1: 70% of students will correctly answer the questions.	Overall 85% of the questions were answered correctly.	The trend is 81%, 84%, 87%, 89%, 88%, 85%. Students demonstrate competence	No specific action is necessary	
<p><b>Gen ED SS Outcome 2:</b>                      “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.</p>	A set of three multiple choice questions over two instructors, and three sections, n = 858 person-by-question observations	Measure 1: 70% of students will correctly answer the questions.	Overall 72% of the questions were answered correctly.	The trend is 93%, 66%, 71%, 73%, 75%, 72%. The numbers seem to be stabilizing in the lower 70s.	Instructors will continue to work on class material in this area.	
<p><b>Gen ED SS Outcome 3:</b>                      “Diverse Perspectives”                      Students will identify an argument about a social phenomenon</p>	A set of three multiple choice questions over two instructors and three sections, n =	Measure 1: 70% of students will correctly answer the questions.	Overall 81% of the questions were answered correctly	The trend is 93%, 87%, 87%, 84%, 82%, 81%. Scores are steady and students demonstrate competence.	No specific action necessary.	

Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
and understand alternative explanations.	858 person-by-question observations.					

Broadly speaking, performance is solid across learning outcomes. Reporting data across reporting cycles shows “Applications” is an area where performance is lower relative to the other areas. Faculty have been working in this area, but performance is still below the other learning outcomes.

**Course: ECON 2020 Principles of Macroeconomics**

**Semester taught: Taught Fall 2019, Spring 2020, assessed both semesters**

Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
<p><b>Gen ED SS Outcome 1:</b>                      “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.</p>	<p>Measure 1: A set of 2 multiple choice questions over 2 instructors, n = 486</p>	<p>Measure 1: 70% of students will correctly answer the questions.</p>	<p>On average, 87% of students answered correctly</p>	<p>Performance on this learning outcome continues to be strong. The trend is 68%, 88%, 85%, 87%.</p>	<p>No specific action is necessary.</p>	
<p><b>Gen ED SS Outcome 2:</b>                      “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.</p>	<p>Measure 1: A set of 2 multiple choice questions over 2 instructors, n = 484</p>	<p>Measure 1: 70% of students will correctly answer the questions.</p>	<p>On average, 76% of students answered correctly.</p>	<p>A dip in performance for this reporting period. It could be due to a lot of things, but the pandemic started during this time frame. The trend on this learning outcome is 79%, 61%, 61%, 84%, 76%</p>	<p>Monitor progress next year.</p>	
<p><b>Gen ED SS Outcome 3:</b>                      “Diverse Perspectives”                      Students will identify an argument about a social phenomenon and understand</p>	<p>Measure 1: A set of 2 multiple choice questions over 2 instructors, n = 488</p>	<p>Measure 1: 70% of students will correctly answer the questions.</p>	<p>On average, 86% of students answered correctly.</p>	<p>Scores in this area reached a high. The trend is 71%, 68%, 72%, 86%.</p>	<p>Highest performance in many cycles. Keep up the hard work!</p>	

<b>Outcome</b>	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
alternative explanations.						

**Course: ECON 2020 Principles of Macroeconomics**

**Semester taught: Taught Fall 2020, Spring 2021, assessed both semesters**

Outcome	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
<p><b>Gen ED SS Outcome 1:</b>                      “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.</p>	Measure 1: A set of 2 multiple choice questions over 2 instructors, n = 692	Measure 1: 70% of students will correctly answer the questions.	On average, 91% of students answered correctly	Performance on this learning outcome continues to be strong. The trend is 68%, 88%, 85%, 87% 91%.	No specific action is necessary.	
<p><b>Gen ED SS Outcome 2:</b>                      “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.</p>	Measure 1: A set of 2 multiple choice questions over 2 instructors, n = 692	Measure 1: 70% of students will correctly answer the questions.	On average, 84% of students answered correctly.	Performance increased relative to a dip last semester. The trend on this learning outcome is 79%, 61%, 61%, 84%, 76%, 84%	No specific action is necessary.	Instructors’ efforts to spend more time on this learning outcome, using examples, implications of policies, and additional simple practice problems have worked to increase scores.
<p><b>Gen ED SS Outcome 3:</b>                      “Diverse Perspectives”                      Students will identify an argument about a social phenomenon and understand</p>	Measure 1: A set of 2 multiple choice questions over 2 instructors, n = 693	Measure 1: 70% of students will correctly answer the questions.	On average, 91% of students answered correctly.	Scores in this area reached a high. The trend is 71%, 68%, 72%, 86%, 91%.	No specific action is necessary.	

<b>Outcome</b>	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
alternative explanations.						

There has been some outstanding performance in ECON 2020 over time. The trend shows that student performance in the most recent is as high as ever.



## 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 enacting.

Date of Program Review: Feb. 2018	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 continue to work on our strategic plan and have incorporated input from the department's advisory board.
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. We continue to have a steady number of students taking the internship class. The employer feedback has been outstanding.
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	The advising office has greatly stabilized during the last assessment period. The advising office now calls regular meetings with all departments and staff to talk about advising issues. The advising coordinator sits on the College Council. In addition, advising has had

	route will help students reach their goals	individual meetings with department chairs to talk about department specific advising issues.
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 is now in a period with low international enrollments, and it is likely they will never rebound to the levels seen in the past. The strategy we are using for our upper division courses is to teach courses with broad interest to all majors and also to offer some electives every other year. This ensures that enrollment is reasonable.
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	Since the last report the college has revised the strategic plan. It is much more inclusive and the department is part of the strategic initiatives.

	stronger team spirit among departments.	
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.	We have formed an advisory board and met with them formally two times and many times on an informal basis. This has helped give the department direction and provided avenues for networking and jobs. The career services advisor has created a plan to build a partnership with an important local partner. Each time the plan is about to roll out, COVID cases increase and slow opportunities for collaboration. We look forward to growing this opportunity in the future.
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.	It appears that the dean and the administration have begun the process of unwinding differential tuition.  In the last year, the calculus enrollments have stabilized to the new lower level. A concerning trend for the department and college, however, is that enrollment in the Business Statistics courses is declining. Business Statistics is required of all majors and therefore is a leading indicator of graduation trends to come.

	Perhaps the Department and College can agree to <i>a form of Business Math that is inclusive of the needs of all departments.</i>	
Recommendation 8	Include all matriculated students in ORSEE	The university has been helpful in helping us recruit students to our economics 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	2018-18	2019-20	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured	5	6	8
Full-time Non-Tenured (includes tenure-track)	6	6	4
Part-time and adjunct	1	1	1
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time and adjunct	13	9	9
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			
<b>Total Headcount Faculty</b>	<b>25</b>	<b>22</b>	<b>22</b>
Full-time Tenured	5	6	8
Full-time Non-tenured	6	6	4
Part-time	14	10	10

**Please respond to the following questions.**

**1) Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs.**

In the last ten years, the percentage female has been as high as 53% in 2014 and as low as 25% in 2021. The high percentage female was in large part due to the large female cohorts coming from Shanghai Normal University. Now that program has slowed down due to the pandemic, the percent female has gone down dramatically.

International students have been a large part of the department over the last ten years. Again in 2014, the percentage international was approximately 51%. Currently the percentage is closer to 9%.

A positive trend with respect to minority students relates to the percent Latinx. The percentage has increased from a low of 3% to a current high of 11%

**2) What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students?**

When I have worked with the Office of Institutional Effectiveness for department data needs, the response has always been quick and supportive. My perception of the efforts of the college to get data from the university (and not necessarily OIE) for recruiting and retention has been quite the opposite. It has been so difficult to work with the central university at times, I would dare call it stonewalling. Perhaps there is a reason why the university will not share data with the college, but if so, that reason should be clearly articulated and shared. A cohesive data sharing plan should be created so that colleges can understand what will be shared and what will not be shared.

**3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?**

Right now, the major learning outcomes are concentrated in one class. Expanding the assessment to other courses in the curriculum would provide a broader view of student performance and allow for earlier identification of any trouble spots.

Thresholds could be reconsidered in a couple of different areas. First, instead of comparing performance to a national average, a fixed threshold could be used. Also the department could make progress on a well defined threshold for general education classes like ECON 1010, ECON 2010, and ECON 2020.

- 4) Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? Staff from OIE will reach out to you in the next few months to assist in finalizing that data submission as well as gather information for concurrent Gen Ed assessment.**

The Department of Economics is offering its first two CE classes this semester at Northridge and Syracuse High School. Both high schools are offering ECON 1010 – Economics as a Social Science. Once available, I am happy to share any data we have.

**Appendix: Rubric for Empirical Research Paper – ECON 4980 – Research Methods**

	Poor	Competent	Excellent
<p><b>Introduction.</b> Motivating the thesis and providing the reader with a brief explanation of literature, methods, and results.</p> <p>The following items will be addressed:</p> <ol style="list-style-type: none"> <li>1. Articulate a thesis</li> <li>2. Demonstrate the importance, relevance, and appropriateness of the argument for economic analysis.</li> <li>3. The introduction should provide the reader an understanding of how you will make your argument, including methods used and a summary of findings as well as implications of the results.</li> </ol>	<ol style="list-style-type: none"> <li>1. No clear thesis</li> <li>2. Minimal discussion of the relevance, interest, importance, or appropriateness for economic analysis.</li> <li>3. Poor summary of research methods, findings, and implications of the results.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear, well-focused thesis</li> <li>2. Some basic idea of why the question is interesting and why it is an appropriate topic for economic analysis.</li> <li>3. Reasonable attempt to summarize research methods, findings, and implications of the results.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear, well-focused thesis</li> <li>2. Convinces the reader of the economic importance of the issue. Clearly demonstrates the originality of the work and places it within the context of the existing literature.</li> <li>3. Summarizes research methods and findings, and convinces the reader of the important implications of the findings.</li> </ol>
<p><b>Literature Review.</b> Collecting and evaluating extant research on the research topic, and presenting it in context with the thesis.</p> <p>The following items will be evaluated:</p> <ol style="list-style-type: none"> <li>1. Chooses appropriate literature to reference.</li> <li>2. Recognizes and understands previous and relevant work in the area.</li> <li>3. The literature review is written to educate the reader on the</li> </ol>	<ol style="list-style-type: none"> <li>1. Little or no reference to articles in academic journals.</li> <li>2. References are not used as an integral part of the argument, or inappropriate references are used.</li> <li>3. The reader is left hanging on terms of the current state of knowledge.</li> </ol>	<ol style="list-style-type: none"> <li>1. Some reference to articles in academic journals.</li> <li>2. References are used to strengthen and focus the argument, and provide context for research methods chosen.</li> <li>3. The reader has a good understanding of the current state of knowledge.</li> </ol>	<ol style="list-style-type: none"> <li>1. Numerous references are made to articles in academic journals and/or other original sources.</li> <li>2. Effectively appeals to the literature at ALL stages of the argument.</li> <li>3. The reader has an excellent understanding of the current state of knowledge AND understands holes or gaps in the literature and how the thesis addresses these holes or fills a gap.</li> </ol>



	Poor	Competent	Excellent
current state of knowledge and how it relates to the research question.			
<p><b>Model and Methods.</b> Using empirical evidence to answer a research question. Data can be thought of as any bit of evidence (e.g., historical, textual, national statistics, experimental results, computer-generated simulations, case analysis, surveys, etc.). These data (loosely defined) must be used to answer the research question in a convincing, appropriate way.</p> <p>Specifically, the student will be evaluated on the following:</p> <ol style="list-style-type: none"> <li>1. Uses literature to develop data methods.</li> <li>2. Uses literature to develop methods of analysis that are rooted in testing a hypothesis</li> <li>3. Formulates the null and alternative hypotheses</li> <li>4. Carries out empirical analyses to test hypothesis and answer the research question.</li> <li>5. <b>**Bonus Area**:</b> Demonstrates reflection on statistical process by determining robustness of results,</li> </ol>	<ol style="list-style-type: none"> <li>1. Did not derive data methods from literature, or used data for only descriptive purposes. Fails to adhere to survey and experimental practices.</li> <li>2. Did not derive methods of analysis from the literature.</li> <li>3. Failed to present, or inaccurately presented, the null hypothesis and the alternative hypothesis.</li> <li>4. No evidence is used to answer the research question, or only anecdotal evidence is used.</li> </ol>	<ol style="list-style-type: none"> <li>1. Derives data methods from the literature, and uses data to answer the research question. This may include creating a survey or an experiment in which the design follows recommendations in the literature, and follows standard survey and experimental practices.</li> <li>2. Develops appropriate methods to analyze the data based on the literature.</li> <li>3. Attempted to define the null and alternative hypotheses, but may have been incorrect or show room for improvement.</li> <li>4. Carries out empirical/statistical analysis to test a hypothesis. As part of this process, makes explicit use of numerical estimates (mean, median, standard deviation), graphical analysis (scatter plots, line graphs, and box plots), or computer simulations where appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Derives data methods from the literature and uses data to answer the research question. Designs a unique survey or an experiment in which the design significantly follows recommendations in the literature, and follows standard survey and experimental practices.</li> <li>2. Develops appropriate and sophisticated methods to analyze the data based on the literature.</li> <li>3. Correctly defines the null and alternative hypotheses.</li> <li>4. Carries out empirical/statistical analysis to test a hypothesis. As part of this process, makes explicit use of numerical estimates (mean, median, standard deviation), graphical analysis (scatter plots, line graphs, and box plots), or computer simulations where appropriate.</li> <li>5. Demonstrates serious reflection on the process by investigating multiple alternative tests or model specifications in order to determine the robustness of the results (an attempt is made to evaluate the evaluation).</li> </ol>

	Poor	Competent	Excellent
either via narrative explanation or further statistical tests evaluating principal results.			
<b>Data</b>	<ol style="list-style-type: none"> <li>1. Data source not presented</li> <li>2. Description of variables is unclear</li> <li>3. Statistics are not accurate or described incorrectly.</li> <li>4. Sample selection has no relation to the main question of the paper.</li> </ol>	<ol style="list-style-type: none"> <li>1. Data sources is presented and described.</li> <li>2. Key variables of interest are included in the description.</li> <li>3. Statistics are accurately described.</li> <li>4. Sample selection makes sense in the context of the main question.</li> </ol>	<ol style="list-style-type: none"> <li>1. Data source is presented and described in detail.</li> <li>2. Key variables of interest are describe precisely. Other control variables are appropriately mentioned.</li> <li>3. Statistics are accurately described and their relationship to the main question is presented.</li> <li>4. Sample selection is strongly related to the main question of the paper and the links are described to the reader.</li> </ol>
<p><b>Empirical Results</b> Specifically, the following should be addressed:</p> <ol style="list-style-type: none"> <li>1. Professionally presents results in a table following examples from the literature.</li> <li>2. Evaluates results in the context of the null/alternative hypotheses.</li> <li>3. Explains the economic meaning of statistically significant findings and/or the statistical findings of the focus variable(s). Addresses limitations.</li> </ol>	<ol style="list-style-type: none"> <li>5. The results are not presented in a table or orderly fashion.</li> <li>6. Fails to use the results to evaluate the hypothesis(es).</li> <li>7. Does not clearly explain the economic meaning of statistically significant findings and/or the statistical findings of the focus variable.</li> </ol>	<ol style="list-style-type: none"> <li>5. The results are professionally presented in a table with clear descriptions of table titles, headers, and footnotes. Includes parameter estimates for slopes and intercepts, but may fails to provide a measure of statistical significance (t-statistic, standard errors, p-values) of each regressor. Does not include a measure of overall model performance.</li> <li>6. Uses the results to evaluate the hypothesis(es).</li> <li>7. Explains the signs and magnitude of parameter estimates and reflects on the economic meaning of statistically significant findings and/or the statistical findings of the focus variable. Minimally attempts to discuss</li> </ol>	<ol style="list-style-type: none"> <li>5. The results are professionally presented in a table with clear descriptions of table titles, headers, and footnotes. Includes parameter estimates for slopes and intercepts as well as measures of statistical significance of each regressor (t-statistic, standard errors, p-values). Includes measures of overall model performance.</li> <li>6. Uses the results to evaluate the hypothesis(es).</li> <li>7. Explains the signs and magnitude of parameter estimates and seriously reflects on the economic meaning of statistically significant findings and/or the statistical findings of the focus variable. Addresses limitations of the results. Explains the limitations of results by considering assumptions. Addresses any shortcomings of the results as they relate to economic reasoning. Places the results in the context of the current literature.</li> </ol>

	Poor	Competent	Excellent
		limitations and shortcomings of results.	
<p><b>Discussion/conclusions.</b> Includes the following:</p> <ol style="list-style-type: none"> <li>1. The understanding of one's results and reflection on the implications thereof.</li> <li>2. Conclusion is connected to the question and makes connections on how the results inform economic thinking</li> <li>3. Reflection: Identifies limitations and addresses areas for future research. Places findings in context of broader literature.</li> </ol>	<ol style="list-style-type: none"> <li>1. A vague and/or ambiguous summary of the conclusion as it relates to the research hypothesis.</li> <li>2. This conclusion has a weak connection to the question and connections with economic thinking</li> <li>3. Does not address shortcomings/limitations or areas for future research</li> </ol>	<ol style="list-style-type: none"> <li>1. A well-stated summary of the conclusion as it relates to the research hypothesis.</li> <li>2. The conclusion is explicitly and strongly connected to the question, data, and methods of analysis. Draws connections with economic thinking.</li> <li>3. Some reflection on the implications of the results and possible unexplored issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. A well-stated summary the conclusion as it relates to the research hypothesis</li> <li>2. The conclusion is strongly connected with the question, data, and methods of analysis. Draws connections with economic reasoning.</li> <li>3. Thought-provoking reflection upon the implications of the conclusion with interesting new questions to be explored. Clearly understands the relationship between the paper's conclusions and previous work. Places results into the broader context of the literature or policy-making process.</li> </ol>
<p><b>Overall quality of writing.</b> The overall quality of the paper's organization, style, and grammar.</p>	<p>Poorly organized; the purpose and hypothesis is difficult to follow.</p> <p>Fails to maintain focus throughout the paper.</p> <p>Unacceptable grammar, spelling and punctuation.</p>	<p>Clear organization; the purpose and hypothesis is easy to follow.</p> <p>Good job maintaining focus throughout and staying on task in answering the research question</p> <p>Acceptable grammar, spelling and punctuation.</p>	<p>Well-organized and easy to follow. The purpose and hypothesis are easy to follow.</p> <p>'The whole is greater than the sum of the parts.'</p>