Weber State University
Annual Assessment of Evidence of Learning

Cover Page

Department/Program:
Academic Year of Report: 2015/16
Date Submitted: November 7, 2016
Report author: Brandon Koford

Contact Information:
        Phone: 801.626.6013
        Email: brandonkoford@weber.edu

A. **Brief Introductory Statement:**
   Please review the Introductory Statement and contact information for your department 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. We will indicate "Last Reviewed: September 2016" on the page.

   ___ Information is current; no changes required.
   __X_ Information is not current; updates below.

   Update:

   Contact Information
   Dr. Brandon C. Koford
   Weber State University
   1337 Edvalson Street Dept. 3807
   Ogden, UT 84408
   Wattis Building, Room 238
   (801) 626-6013

B. Mission Statement
Please review the Mission Statement for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if it is current, please indicate as much; we will mark the web page as "Last Reviewed September 2016". No further information is needed.
If the information is not current, please provide an update:

__X_ Information is current; no changes required.
___ Information is not current; updates below.

C. Student Learning Outcomes

Please review the Student Learning Outcomes for your department displayed on the assessment site:
http://www.weber.edu/portfolio/departments.html - if they are current, please indicate as much; we will mark the web page as "Last Reviewed September 2016". No further information is needed.
If they are not current, please provide an update:

__X_ Information is current; no changes required.
___ Information is not current; updates below.

    <u>Measurable Learning Outcomes</u>

       At the end of their study at WSU, students in this program will:
       1) ...
       2) ...
       3) ...
       4) ...
       5) ...
       6) etc.

D. **Curriculum**

Please review the Curriculum Grid for your department displayed on the assessment site: **http://www.weber.edu/portfolio/departments.html** - if it is current, please indicate as much; we will mark the web page as "Last Reviewed: [current data]". No further information is needed.
If the curriculum grid is not current, please provide an update:

__X_ Information is current; no changes required.
___ Information is not current; updates below

Curriculum Map

Core Courses in Department/Program	Department/Program Learning Outcomes							
	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Etc…			

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 (if needed)

E. Assessment Plan
Please review the Assessment Plan for your department displayed on the assessment site: http://www.weber.edu/portfolio/departments.html - if the plan current, please indicate as much; we will mark the web page as "Last Reviewed September 2016". No further information is needed.

The site should contain an up-to-date assessment plan with planning going out a minimum of three years beyond the current year. Please review the plan displayed for your department at the above site. The plan should 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.).

Please be sure to include your planned assessment of any general education courses taught within your department. This information will be used to update the General Education Improvement and Assessment Committee's planning documentation.

Assessment plan:

Assessment plan is current

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

There are a variety of ways in which departments can choose to show evidence of learning. This is one example. The critical pieces to include are 1) what learning outcome is being assessed, 2) what method of measurement was used, 3) what the threshold for 'acceptable performance' is for that measurement, 4) what the actual results of the assessment were, 5) how those findings are interpreted, and 6) what is the course of action to be taken based upon the interpretation.

A. Evidence of Learning: Courses within the Major

2015 – 2016 Evidence of Learning:					
Measurable Learning Outcome Economics majors..	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	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 18+)	Measure 1: 68% of students met or exceeded expectations per rubric.	Measure 1: Though more students have taken ECON 4970, it appears that proficiency on this learning outcome has slipped compared to last year (82%)	Measure 1: 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 meet or exceed expectations (score of 3 or higher)	Measure 1: 80 % of all students scored above 80% on the methods section for their final research paper.	Measure 1: Students successfully demonstrated competence in the area of the use of statistical methods.	Measure 1: Faculty will continue to focus on projects in QUAN 3610 and encourage students to take econometrics.
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 65.54% substantially exceeded the normed national average of 42.6%. Scores were much higher this year than in past years.	Measure 1: Students performed very well.	Measure 1: Continue to monitor the progress of students. Department is cautiously optimistic about the higher scores.

2015 – 2016 Evidence of Learning:					
Measurable Learning Outcome Economics majors..	Method of Measurement Direct and Indirect Measures*	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
Learning Outcome 4 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 64.4% exceeded the normed national average of 47.3%. Scores are much higher this year than in past years.	Measure 1: Students performed very well.	Measure 1: Continue to monitor the progress of students. Department is cautiously optimistic about the higher scores.
Learning Outcome 5: Identify costs and benefits of a global economy	Measure 1: Subset of international questions on the micro- and macr-oeconomics 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 class average increased from 55% to 69.6% and was consistent with the students doing better overall	Measure 1: Students show improvement on the international subject area. Students are still expected to perform better.	Measure 1: Report success to faculty. Continue to discuss with faculty, new and old.

b.   Evidence of Learning: High Impact or Service Learning

This is an optional section. If you provide students with high impact or service learning opportunities you may briefly describe those opportunities and explain how you assess their impact on student learning. This excerpt from George D. Kuh provides a brief overview of high-impact practices.

The capstone course for the Department of Economics is based on high impact learning. Specifically ECON 4980 – Research Methods is writing intensive and requires the completion of an undergraduate research project. Outcomes from the course have been excellent. This year, students from the department published six papers in Ergo. Students are able to use their publication as a talking point in job interviews and applications for graduate school. Students also take their papers to regional and national conferences on undergraduate research. Three students presented at the National Conference on Undergraduate Research. One student from the department won the Outstanding Undergraduate Research Award for the Goddard School of Business and Economics. Our faculty are also recognized for their high impact practices. Therese Grijalva received the Best Undergraduate Research Mentor award for the Goddard School.

The department also engages in community-based learning. During the year, Professor Jenny Gnagey taught ECON 3400 – Labor Economics using community based methods. She later hired two of her students as research assistants to complete and publish a report on low-income households in the Ogden area.

Finally the department has two major degrees, Business Economics and International Business Economics, with internship options. The department is working with career services to increase the number of available internships and their visibility to students.

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

Evidence of Learning: General Education, American Institution Courses
Course: **ECON 1740 Economic History of the United States**

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
Students will have a reasonable understanding of the significant political, economic, and social changes in American **history**.		Measure 1: A multiple choice question given in Fall and Spring Semesters , n = 32	60% of students will correctly answer the question.	62.5 % of students answered the question correctly	The Spring Semester scores were much higher than the Fall Semester scores, 74 compared to 46.2 percent.	Continue to monitor the use of the new assessment tool. Data indicates progress over time.
		Measure 2: Weighted average of four essay questions given in Fall and Spring Semesters, n = 156 student by question observations	60% of students will score 60% or above on the essay questions	55.1% of students scored 60% or above.	Close to, but not above threshold.	Instructor has revised syllabus and continues to make improvements in teaching new material. One change being implemented is dedicating class time to teach students how to write better essays in general.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
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 = 50 student by question observations.	60% of students will correctly answer the questions.	78% of students answered the questions correctly.	Students successfully demonstrated a reasonable understanding in this area.	No specific action necessary.
		Measure 2:				

Additional Comments:

Problems sets will focus more on the economic aspects of history that are most difficult to understand. More time in class is being dedicated to teach students how to write essays in general. New problem sets are less quantitative and more verbal to give the students a chance to practice essay skills.

GE Learning Goal	Measurable Learning Outcome	Method of Measure.	Threshold	Findings	Interpretation	Action Plan
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 =37	60% of students will correctly answer the questions.	60% of students answered the question correctly.	Students met the threshold of reasonable understanding for this learning goal.	No specific action plan necessary.
		Measure 2:				
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 two multiple choice questions given in Fall and Spring Semesters, n = 66 student by question observations	60% of students will correctly answer the questions	64% of students answered the question correctly.	Students met the threshold of reasonable understanding for this learning goal.	No specific action plan necessary.

		Measure 2: Weighted average of four essay questions given in Fall and Spring Semesters, n = 149 student by question observations	60% of students will score 60% or above on the essay questions	62% of students scored 60% or above on the essay questions.	Students met the threshold of reasonable understanding for this learning goal.	No specific action plan necessary.

Evidence of Learning: General Education, Social Science Courses
Course: **ECON 1010 – Economics as a Social Science**

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	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 4 multiple choice questions on Exam 1, 2 and 3, Fall 2015 and Spring 2016, 4 sections total, n = 597 question by person level observations.	Measure 1: 70% of students will correctly answer the questions.	On average, 78% of students answered correctly	Students demonstrate competence.	No specific action 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 4 multiple choice questions on Exam 1 and 3, Fall 2015 and Spring 2016, 4 sections total, n = 581 question by person level observations.	Measure 1: 70% of students will correctly answer the questions.	On average, 77% of students answered correctly	Students demonstrate competence.	No specific action necessary.
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon		Measure 1: A set of 8 multiple choice questions on Exam 2, Fall 2015 and Spring 2016, 4	Measure 1: 70% of students will correctly answer the questions.	On average, 77% of students answered correctly	Students demonstrate competence.	No specific action necessary.

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
and understand alternative explanations.		sections total, n = 1232 question by person level observations				

Additional Comments:

Assessment for ECON 1010 is being significantly enhanced starting Fall 2016. Every exam question has been linked to a learning outcome. Therefore, assessment will be based on a fairly comprehensive set of questions.

Evidence of Learning: General Education, Social Science Courses
Course: ECON 2010 – Principles of Microeconomics

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	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.		A set of three multiple choice questions over two instructors and two semesters, n = 449 person by question observations	Measure 1: 70% of students will correctly answer the questions.	Overall 81% of the questions were answered correctly.	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 three instructors and two semesters, n = 583 person by question observations	Measure 1: 70% of students will correctly answer the questions.	Overall 93% of the questions were answered correctly	Students demonstrate competence	No specific action necessary
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon and understand		A set of three multiple choice questions over three instructors and two semesters, n = 508 person by	Measure 1: 70% of students will correctly answer the questions.	Overall 75% of the questions were answered correctly	Students demonstrate competence	No specific action necessary.

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
alternative explanations.		question observations				

Evidence of Learning: General Education, Social Science Courses
Course: **ECON 2020 – Principles of Macroecnomics**

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	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 on the final exam, Fall 2015 and Spring 2016, 3 instructors, 6 Sections, n = 209	Measure 1: 70% of students will correctly answer the questions.	On average, 68% of students answered correctly	In contrast with past years, students are below threshold on this learning outcome.	Instructors will reinforce these concepts in class. In addition instructors will assess learning on earlier exams and review the quality of the assessment questions.
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 on the final exam, Fall 2015 and Spring 2016, 3 instructors, 6 Sections, n = 209	Measure 1: 70% of students will correctly answer the questions.	On average, 79% of students answered correctly.	Students demonstrate competence.	No specific action is necessary.
Gen ED SS Outcome 3: "Diverse Perspectives" Students will identify an argument about a social phenomenon		Measure 1: A set of 2 multiple choice questions on the final exam, Fall 2015 and Spring	Measure 1: 70% of students will correctly answer the questions.	On average, 71% of students answered correctly.	Students demonstrate competence	No specific action is necessary.

Outcome	Measurable Learning Outcome Students will demonstrate their mastery of the skill by:	Method of Measurement Direct and Indirect Measures*	Threshold	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results
and understand alternative explanations.		2016, 3 instructors, 6 Sections, n = 209				

G. **Summary of Artifact Collection Procedure**

Artifact	When/How Collected?	Where Stored?
ECON 4980 Rubric	In Canvas at the end of semester.	Canvas ECON 4980 class site
TUCE Micro and Macro Test Results	End of Spring semester in ECON 4980.	Electronic format in Chi-tester.
General Education outcomes for SS and AI	Embedded exam questions in various sections of all general education classes.	Individual faculty and department chair computers. G-mail account.

Summary Information (as needed)

Appendix A

Most departments or programs receive a number of recommendations from their Five-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	"We recommend making available different paths through the curriculum to accommodate the needs of students who desire professional preparation in economics.	We have implemented an internship option for two of our programs in the department, Business Economics and International Business Economics.
Recommendation 2	"We recommend a graduating senior questionnaire"	We have implemented an exit survey for all graduating majors.
Recommendation 3	"We recommend that the department engage in discussions which will address strategies to grow the number of domestic students."	We have emphasized the Economics Minor. Many domestic students from other disciplines are choosing to complete the economics minor. In addition, through scheduling choices, we are making it possible for students to follow an instructor through a sequence of courses. Finally, the department is trying to identify students in early course work who might serve as a research assistant. It is the hope that the RA would have a closer connection to the department and desire to become an economics major.

Additional narrative:

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 2015-16	
Headcount	
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)	
Full-time Tenured	6
Full-time Non-Tenured (includes tenure-track)	6
Part-time and adjunct	1
With Master's Degrees	
Full-time Tenured	
Full-time Non-Tenured	
Part-time and adjunct	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	
Total Headcount Faculty	
Full-time Tenured	6
Full-time Non-tenured	6
Part-time	10

Please respond to the following questions.

1) Based on your program's assessment findings, what subsequent action will your program take?

    Our assessment based improvements matured some this year. All students are now taking ECON 4970 – Introduction to Research Methods. This course was designed and implemented based on assessment results surrounding department learning outcome 1. Assessment measures have improved over time, though as this year indicates, some fluctuations still exists. Regarding the department learning outcome 2, the use of statistical methods, the department continues to encourage majors to take ECON 4550 – Econometrics. Numbers in Econometrics have stabilized around 15 to 20 students per semester. Finally, the assessment process for the American Institutions learning outcomes has been in place for several semesters. In the future, we will continue to monitor the learning of our students as measure by our assessment tools. Specifically, we will monitor the students' ability to write about the political, economic, and social changes in American history in ECON 1740. It is possible that supplementing the syllabus with an emphasis on significant change will improve student learning. Instructors in ECON 2020 will assess students learning throughout the semester rather than through questions embedded in the final. Further, new questions are being discussed to better assess student learning for the General Education, Social Science Learning Outcome 1. In ECON 1010 all exam questions will be linked to a learning outcome. Therefore, moving forward in ECON 1010, assessment data will be much more comprehensive than in previous years.

2) We are interested in better understanding how departments/programs assess their graduating seniors. Please provide a short narrative describing the practices/curriculum in place for your department/program. Please include both direct and indirect measures employed.

    Our majors are required to take a capstone course, ECON 4980 – Research Methods. In this high impact class, students write an original research paper from start to finish. The paper is graded based on a rubric. These rubric scores are then used as a direct measure for department learning outcomes one and two. For learning outcomes 3 – 5, students in Research Methods take a nationally normalized standardized test designed to evaluate understanding of economics.