Assessment Findings Activity Report Due April 21, 2017 to the Office of Academic Planning

Assessment Findings template Please see resources about closing the loop and assessing program learning outcomes at the Academic Planning website http://air.sfsu.edu/assessment/resources

Assessment Findings and Analysis Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their assessment findings.

Reports should analyze and summarize the results of the assessment: how well did students meet the program’s learning objective(s)? How well did assessment capture that learning?

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Findings offer evidence that goals were met, partly met, or not met</td>
<td>Findings are mostly aligned with assessment goals and results</td>
<td>Findings unrelated to assessment results</td>
<td>No findings are given</td>
</tr>
<tr>
<td>Findings used to improve student learning and program quality</td>
<td>Findings directed at improving student learning and program outcomes</td>
<td>Findings do not indicate ongoing engagement with student learning</td>
<td></td>
</tr>
</tbody>
</table>

Department ___________ Economics - BA ________________________________

College ____________ College of Business ______________________________

1. Please list your program learning goals.

1. Students can intelligently analyze a particular public policy issue that is presented to them (e.g.: poverty In Africa, Macroeconomic forecasts, the Federal Reserve’s interest rate policy, etc.) using conventional economic reasoning.

2. Students can identify and explain the importance of various economic institutions such as the Federal Reserve, the International Monetary Fund, trade unions and the AFL-CIO, trade and industry associations, etc.

3. Students can collect economic data (from the library, the internet, governmental agencies, etc.), process the data into a form that conveys meaningful economic information, analyze that data using standard economic methods, and draw conclusions from their analysis of the data.

4. Students can speak clearly and in an organized manner before peers, instructors, strangers in effectively communicating economic ideas.

5. Students can write clearly and in an organized manner to effectively convey economic ideas.
2. Which program learning goal did you choose to assess this semester?

The department has chosen to assess all 5 goals for the undergraduate program.

3. How was the assessment completed? What evidence did the faculty consider (e.g. written papers, presentations, portfolios)? How were faculty involved in the process of assessment?

The department assesses these goals primarily in the Senior Seminar, Economics 690. The faculty teaching the class evaluate written papers and presentations made in the class. Students are evaluated as having “mastered”, “partially mastered”, or “did not master” the goals.

4. What did you find? Is the program learning goal being met?

<table>
<thead>
<tr>
<th>Key Learning Objectives for this Program</th>
<th>Methods/Strategies Used to Assess Given Year’s Chosen Objectives</th>
<th>Summary of Findings About Student Learning</th>
<th>Use of Findings to Enhance Program Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze Public Policy Issues</td>
<td>Examination of projects in 690</td>
<td>40.9% mastered 31.8% partially mastered 27.3% did not master</td>
<td>More focus on connecting theory to policy applications in elective courses.</td>
</tr>
<tr>
<td>2. Explain Economic Institutions</td>
<td>Examination of papers in 690</td>
<td>50.0% mastered 40.9% partially mastered 9.1% did not master</td>
<td>More focus on institutions in elective courses.</td>
</tr>
<tr>
<td>3. Collect, Analyze, Interpret Data</td>
<td>Examination of projects in 690</td>
<td>54.5% mastered 27.3% partially mastered 18.2% did not master</td>
<td>Better integration between data research assignments in Econ 312 and Econ 690.</td>
</tr>
<tr>
<td>4. Oral Presentation</td>
<td>Examination of final oral presentation in 690</td>
<td>54.5% mastered 36.4% partially mastered 9.1% did not master</td>
<td>Encourage more use of oral presentations in elective courses.</td>
</tr>
<tr>
<td>5. Written Presentation</td>
<td>Examination of papers in 690</td>
<td>68.2% mastered 22.7% partially mastered 9.1% did not master</td>
<td>Continuing to encourage more term paper assignments in elective courses.</td>
</tr>
</tbody>
</table>
5. What assessment activities do you plan to undertake next academic year?
   - Will you “close the loop” for this finding and work on steps to improve the student learning outcomes based on these findings (e.g. create signature assignments, change the required courses)?

_We will continue to examine the results of the assessment in the fall 2017 in the second faculty meeting. We will discuss ways to improve this in our core courses. We are planning to refine the rubrics and spread assessment to a number of intermediate level core courses in the major instead of relying solely on the Econ 690 course._

   - Are there other assessment findings from the assessment of this program learn goal that you will report through another assessment findings report?

_We will likely use these results as part of the College of Business AACSB credentialing requirements as well as the upcoming 7th cycle university level review._

   - In light of your assessment work, changes in the field, or other influences, do you want to take the opportunity to revise the program learning goals next year (program learning goal report)?

_At this time, we do not believe we will be changing the program learning goals dramatically. We will be trying to integrate this reporting requirements with the AACSB standards._

   - Will you move on to assess a different program learning goal (assessment findings report)?

_We are currently committed to assessing all 5 learning goals. We are more likely to change how we assess these goals given AACSB standards._