Program Learning Goals Assessment Activity Report Due April 21, 2017 to the Office of Academic Planning

Program Learning Goals template Resources about writing measureable program learning objectives/goal/outcomes can be found on:  http://air.sfsu.edu/assessment/resources

Program Learning Goals Rubric - developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their program learning goals.

Learning objectives should reflect the program’s distinct mission in connection with the university’s broader educational goals, as well as aligning with the individual courses in which they are addressed. They should allow faculty to communicate their expectations, students to reflect on their own growth, and programs to measure and improve their educational results.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning goals are clear and can be accurately assessed</td>
<td>Learning goals are mostly clear; some can be assessed</td>
<td>Learning goals are present but vague; unclear how an evaluator could determine whether goals met</td>
<td>Program learning goals are absent or incomplete</td>
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Department __Economics________________________

College ________College of Business________________________

1. List your most recent program learning goals prior to any revisions.

    Economics Learning Goals – BA in Economics
    Spring 2007

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.
1. **Students should be able to focus on a topic of their interest that has direct public policy relevance to the local, state, national, or the global economy, and in which economic intuitions, tools, and concepts have an integral role to play.** In addition, students should be able to read and understand a journal article on a specific public policy by identifying a key economic and policy issues, addressing the issues in a scientifically organized way, bringing out the major findings, understanding the strengths and limitations of the existing literature, and finally providing possible pathways for future research.

2. **Students should be able to gather data from published sources to empirically test a part of the policy-based theoretical research that are available in the existing literature.**

3. **Students should be able to apply relevant econometric modeling techniques, they have learnt in the previous courses, to the data they gather to empirically test the appropriateness of certain policy prescriptions suggested in the existing literature.**

4. **Students should be able to write two full-length reports and make a power point presentation in class.** Performance in these reports is judged primarily based on (i) presentation of the key policy issues, (ii) clarity of objectives, (iii) effectiveness in handling the issues to achieve the goal of the project, (iv) written and oral presentation style, (v) effectiveness in summarizing.
2. Please describe the process of revising your program learning goals this semester. How were department faculty members involved? Were the revised learning goals developed in department meetings or other gatherings?

_The department is currently in the process of revising these learning goals to expand the evaluation to other undergraduate classes. We have discussed this in faculty meetings and with faculty members in the classes under discussion._

_The department is more concerned about evaluating the learning goals for the graduate program in light of lower enrollments and lower faculty resources. We will likely develop new assessment methods._

3. What informed your decision to revise your learning goals (e.g. changes in the profession, new focus of the department, outcome of assessment)?

_As part of our move to the College of Business, we are required to have annual assessments of learning outcomes within a more standardized reporting format._

_For the MA in Economics program, lower enrollments and faculty resources meant that we could no longer offer a culminating experience grad course. Much of the previous outcomes assessments were done in this class (Econ 890). As a result, we have had to consider alternative methods of assessment. We are utilizing results from Econ 731 and Econ 825, required core classes._

4. What are your new program learning goals?

_The department is still reviewing these learning goals. We do not anticipate major changes from the undergraduate or graduate goals given in part 1. We do anticipate changes in how we evaluate them._

Give that this year you have revised your program learning goals, the next step would be to assess one of them in the 2017-18 academic year and complete the Assessment Findings Report. Please let the Associate Dean of Academic Planning know if that is not the case. Thank you!