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 - MA __________________________________________

College __________ College of Business ______________________________________

1. Please list your program learning goals.

Economics Learning Goals – MA in Economics
Spring 2007

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. Which program learning goal did you choose to assess this semester?

_The department has chosen to assess all four goals._

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 has assessed these goals using the following courses: 1. Econometric Theory, Econ 731 2. Applied Time Series Econometrics, Econ 825, and 3. written Culminating Experience Exam given each spring semester. For the first two courses the students are evaluated as having “mastered”, “partially mastered”, or “did not master” goals 2-4 based on instructor evaluation. The culminating experience exam evaluates the students ability to give a “referee” report of a journal article. Students are evaluated with a “pass”, or “did not pass” on 4 criteria as an evaluation for goal 1. All tenure track faculty are require to read the culminating experience exam._
5. 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. Economical analyze and critique journal article.</td>
<td>Culminating Experience Exam.</td>
<td>87.5% pass 12.5% did not pass</td>
<td>Provide more examples in core classes.</td>
</tr>
<tr>
<td>2. Collect, clean data for empirical testing of economic theory.</td>
<td>Examination of Econ 731, Econ 825 homeworks projects, presentations</td>
<td>78.94% mastered 21.05% partially mastered</td>
<td>Focus on making students write 2 research different proposals to examine feasibility of research.</td>
</tr>
<tr>
<td>3. Applied econometric modeling techniques</td>
<td>Examination of Econ 731, Econ 825 homeworks projects, presentations</td>
<td>78.94% mastered 15.78% partially mastered 5.2% did not pass</td>
<td>Focus on giving weekly homeworks and making students redo assignments in case they are not upto the mark.</td>
</tr>
<tr>
<td>4. Written and oral evaluation</td>
<td>Examination of Econ 731, Econ 825 homeworks projects, presentations</td>
<td>78.94% mastered 15.78% partially mastered 5.2% did not pass</td>
<td>Students are given a timeline to complete various aspects of the project during the semester.</td>
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</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 have discussed these findings in our faculty meeting this semester. 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._

- 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 continue to examine the results of the assessment in the fall 2017 in the second faculty meeting. We will discuss ways to improve the evaluation process and to refine the rubrics.

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)?

The department intends to assessment goals 1-4 next year.

We are more likely to change how we assess these goals given AACSB standards and after discussion on how to improve assessment.