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

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

Use of Assessment for Program Improvement and Planning, or, Closing the Loop Rubric – developed and used by the University Academic Assessment Advisory Committee (UAAAC) to provide feedback to programs about their use of assessment findings to improve their programs.

The quality of a program’s assessment is determined by its usefulness and application. While assessment should reveal a program’s strengths, it is equally (and perhaps even more) valuable if it can help programs identify, reflect on, and address areas where continued development and improvement are needed.

<table>
<thead>
<tr>
<th>DEVELOPED</th>
<th>DEVELOPING</th>
<th>NEEDS DEVELOPMENT</th>
<th>ABSENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment clearly drives program planning and curriculum development</td>
<td>Assessment results directed toward program planning</td>
<td>Assessment describes the existing program</td>
<td>No use of assessment evident</td>
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<tr>
<td>Program improvements result from assessment</td>
<td>Program’s curriculum has changed (and changes) as a result of assessment</td>
<td>Assessment used to defend status quo</td>
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<tr>
<td>Evidence of program-level reflection on assessment results</td>
<td>Assessment report includes reflection on larger lessons learned from assessment</td>
<td>Assessment is primarily procedural and needs reflection</td>
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Department _____Economics - MA_________________________________________________

College _______College of Business_____________________________________________

1. Please list the program learning goal that was assessed in your assessment findings report or other assessment activity.

   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. What was the finding of that assessment?

<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>
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</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 elective and core classes.</td>
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<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>
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<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 incase they are not upto the mark.</td>
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<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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</tbody>
</table>

*The majority of program goals are met for most students. However, the department would like to see 100% of students passing and fully mastering the goals.*

3. *What was the process through which faculty considered a response to the findings of the assessment (department meeting, department retreat, through a department assessment or curriculum committee)?*
The results of the findings are distributed to faculty and discussed in the spring 2017 department meeting. We focused on the results of the CE exam. We are considering ways to include more analysis of journal articles.

4. What changes have you made or are you planning to make in order to address the findings?

We will further discuss the results in the fall semester. We plan to include more analysis and discussion of journal articles in the core and elective economics classes to increase the pass rate on the CE exam.

5. What assessment activities do you plan to undertake next academic year?

- Will you assess a different program learning goal (assessment finding report)?

The department intends to continue assessing the same program goals for the graduate program in the next academic year.

- Will you address another finding from the assessment of the same program learning goal (closing the loop report)?

Our major concern is the Culminating Experience exam pass rate which emphasizes the critique of a journal article.

- Is it time to revisit program learning goals (program learning goals report)?

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