



Program Assessment Report (PAR)

Economics (ECON) Baccalaureate Degree

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ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

1. Students will use economic models in domestic and global contexts to analyze individual decision making, how prices and quantities are determined in product and factor markets, and macroeconomic outcomes 2. Students will analyze the performance and functioning of government, markets and institutions in the context of social, economic and ecological problems. 3. Students will use critical thinking skills to examine different microeconomic models, evaluating their assumptions, implications and applications 4. Students will identify salient developments in the world economy, in both present-day and historical contexts. 5. Demonstrate use of mathematical and statistical skills to be able to analyze economic problems and to make use of those skills in their future careers.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

We used indirect measures listed below.

B. Scoring of Student Work

We used an indirect survey measure for these responses. This included our attempt to recruit all graduated students in the recent past.

C. Indirect Assessment

This year we followed up on our first indirect measure of student achievement via an online Qualtrics survey which asks students to rate their learning on the five program learning objectives. Responses were recorded on a five point scale.

III. ASSESSMENT RESULTS/INFORMATION:

1. Economics graduating student survey.

Summary Overall the data revealed specific areas in which students would like to see program level changes, which is quite helpful. Our consistent finding across all years surveyed was that students believed they learned the most with regard to learning objective three and the least with regard to learning object five. For all learning outcomes we split the sample among those graduating in the past three academic years and those who graduated before that to ensure that past performance wasn't driving the conclusions. As we move forward administering this survey for each graduating cohort, we'll gain more real-time information. Analysis For the BA program we use a 5-year rolling window, comparing the most-recent five years with the prior years. The total sample size was 10 response (3 from last three years, 7 from earlier years). The data show on average we have been improving across learning outcomes 2 through 5, with the exception being hovering around the 70% mark for learning outcome 1. Undergraduate BA '18-'22 '13-'17 LO 1 0.667 0.714 LO 2 1.000 0.857 LO 3 0.667 0.429 LO 4 1.000 0.571 LO 5 0.667 0.429 Importantly we note that none of the gaps in the Table 1 are statistically significant, and so we cannot interpret differences as a meaningful trend. Rather we have work to do in improving our performance in a number of relevant courses, as well as in developing and offering new courses designed to better prepare students for data analysis.

[Analysis]

IV. ACTIONS TO IMPROVE STUDENT LEARNING

We discussed the outcomes last year, and plan to discuss again at our first faculty meeting of the next calendar year. Major topics from last year were to discuss are differences between master's and undergraduate responses and the need for more data analysis courses and how we can improve our core courses and elective offerings to better align with student needs. To improve student learning we have completed the following as a department: -Redesigned the BA in economics to better support student centered learning and experiences. Changes included more flexible statistics course work, language requirements and reduced number of required electives (from 7 to 6). -Cross-listed data analysis course in finance with economics electives to better support student interested in developing their quantitative tool kit. -Recruited interested students into a new certificate program focused on data analysis. -Recruited new adjunct faculty to help improve core class experiences. -Assigned one of our premier teachers in the intersection of economics and mathematics to teach a key course,

Intermediate Micro, which focuses on program outcomes #3 and #4. We have also done much work on continuous improvement to our 1000 and 2000 level courses (which are in the WSU and RSCOB core), in part due to AACSB requirements. Going forward our curriculum committees will meet more regularly to discuss similar feedback and improvement with departmental programs.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.