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Spring 2017

Economics Discipline 5-Year Assessment Plan 2016-2021

Economics Discipline

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Economics Discipline, "Economics Discipline 5-Year Assessment Plan 2016-2021" (2017). *Assessment of Student Learning Reports*. 106.

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Academic Program: Economics

Academic Division: Division of Social Sciences

Program Contact: Discipline Coordinator and Co-Coordinator (economics and management are distinct majors but their coordinatorship is shared)

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In the space below, list your Program Student Learning Outcomes (PSLOs):

The economics curriculum is designed to ensure that students:

1. understand economics as a social science, applying scientific methods of analysis to problems of human interaction
2. understand the structure of markets and other economic institutions
3. understand the functioning of the United States and world economies
4. can apply both economic theory and the quantitative tools of economics to specific problems or questions
5. have the ability to find economic data and to read applied economic research.

NOTE: The economics discipline Program Student Learning Outcomes (PSLOs) were revised in fall, 2016.

NOTE: Information on data utilized and how collected is provided once, below, in the section “any other planned assessment”.

Enter Academic Program Name:				
Program Student Learning Outcome(s) to be assessed	How will you measure the outcome?	Where will the data be collected and by whom?	When will the data be collected?	Overlap with CSLOs?*
2016-17 PSLO1: Revisit (close loop) PSLO4: New	Courses for PSLO1: Econ 3201, Econ 3501 Courses for PSLO4: Econ 3201, Econ 3202, Econ 3501, Econ 3113, Econ 4121 <i>Data collection information</i> is in common across courses, and that information is provided below once, in the section on “any other planned assessment”, instead of repeating it for every year.			PSLO1: CSLO 1a,1b,1c,2a,2b,2e PSLO4: CSLO 1a,1b,1c,2a,2b,2e,4a,4b
2017-18 PSLO4: Revisit (close loop) PSLO5: New	Courses for PSLO4: Econ 3201, Econ 3202, Econ 3501, Econ 3113, Econ 4121 Courses for PSLO5: Econ3202, Econ 3501, Econ 3113, Econ 4501-2			PSLO4: CSLO 1a,1b,1c,2a,2b,2e,4a,4b PSLO5: 1a,1b,1c,2a,4b,4c
2018-19 PSLO5: Revisit (close loop) PSLO2: New	Courses for PSLO5: Econ3202, Econ 3501, Econ 3113, Econ 4501-2 Courses for PSLO2: Econ 3201, Econ 3202, Econ 3113, Econ 4xxx (TBA)			PSLO5: 1a,1b,1c,2a,4b,4c PSLO2: CSLO 1a,1b,1c,2a,2b,2e, 3a
2019-20 PSLO2: Revisit (close loop) PSLO3: New	Courses for PSLO2: Econ 3201, Econ 3202, Econ 3113, Econ 4xxx (TBA) Courses for PSLO3: Econ 3202, Econ 3113, Econ 3xxx (possibly; TBA), Econ 4121			PSLO2: CSLO 1a,1b,1c,2a,2b,2e, 3a, PSLO3: 1a,1b,1c,3a,4a,4b,4c
2020-21 PSLO3: Revisit (close loop) PSLO1: New	Courses for PSLO3: Econ 3202, Econ 3113, Econ 3xxx (possibly; TBA), Econ 4121 Courses for PSLO1: Econ 3201, Econ 3501			PSLO3: 1a,1b,1c,3a,4a,4b,4c PSLO1: CSLO 1a,1b,1c,2a,2b,2e

*CSLOs are Campus Student Learning Outcomes. These are reprinted below for your convenience. Your PSLOs need not overlap with CSLOs, but if your PSLO does reinforce or overlap with a CSLO, please report that information.

Please report any other planned assessment for your academic program in the space below:

Assessment of PSLOs: will take place on a rolling cycle. One PSLO will be given an initial assessment each year, leading either to a determination that results are satisfactory, or else to the institution of changes. The PSLO given an initial assessment during the prior year will be re-assessed to evaluate the effect of changes that were made, or to determine stability of results if no changes were made (thus systematically “closing the loop”).

The major has three core courses at the 3xxx level that all majors take (Econ 3201, Econ 3202, and Econ 3501). In addition, there is one 3xxx elective (Econ 3113) that is taken by almost every major; these four courses will be a primary focus for assessment of the achievement of PSLOs. Because these courses are offered (at least) three semesters out of every four it will be possible to assess success, make adjustments (if needed), and then re-assess the effects of adjustments made, on a timely and regular basis. In addition, a modest selection of 3xxx-level field courses, and of 4xxx electives used to fulfill the capstone (4xxx) credit block requirement of the major, will be assessed, though the cycle for these courses is generally not as regular.

We are adopting a uniform data collection method and data collection agent. A major reason is that as social scientists we desire a measurement approach that is reasonably uniform across courses and reasonably stable over time for our approximately 90-100 majors. Given the nature of our content, all of our courses require at least one significant examination, and most have a comprehensive final examination (with the exception of Econ 4501-02, for which a separate assessment procedure will be developed in 2017-18). The instructor for each course being assessed will identify specific examination questions that address important aspects of the PSLO under review. This selection will be made on a comprehensive final where appropriate, or the examination most likely to reflect the relevant area of student learning, if not. A short description of the question(s) and connection to the PSLO under assessment will be provided in assessment reports using specific test results.

The scores on these specific questions will be recorded separately from overall examination grades. These scores for students not receiving an F or withdrawing from the course who have declared an economics major will be examined. (We specify economics majors as the same courses may also be assessed separately for their success in achieving PSLOs of the management discipline, for which the performance of the approximately 125-135 students who have declared that major will be utilized.)

The primary criterion for assessing the extent to which the PSLO has been achieved will be the mean results, but attention may also be paid to the range and standard deviation. (Instructors may do the same on midterm examinations for internal tracking purposes, but the primary standard for judging overall achievement of a PSLO in a specific course will be the results from a final, if available, or a key test, if not.) If the results for the course as a whole are judged too weak (principally on the basis of a mean that is too low, though other findings may also be examined) the instructor will so report, and in this case the next offering of the course will be planned to involve some appropriate and specific adjustment, the effect of which will be assessed in the next academic year. Otherwise no changes will be made and the next assessment will be aimed at verifying that the (good) results are stable.

UMM Campus Student Learning Outcomes (CSLOs)

Approved Unanimously by the Curriculum Committee, December 10, 2009

Approved by Campus Assembly, March 3, 2010

The University of Minnesota, Morris's goal is for students to have gained, by the time of graduation:

1. Knowledge of Human Cultures and the Physical and Natural World through:

- a) Core studies in the liberal arts: arts, histories, humanities, languages, mathematics, sciences, and social sciences
- b) In-depth study in a particular field: its schools of thought, advanced theories, language, and methods of inquiry
- c) Engagement with big questions, both contemporary and enduring

2. Intellectual and Practical Skills, practiced extensively across students' college experiences, including:

- a) Inquiry and analysis
- b) Critical thinking and problem-solving
- c) Creative thinking and artistic expression
- d) Written, multi-media, and oral communication
- e) Quantitative literacy
- f) Information and technology literacy
- g) Collaboration

3. An Understanding of the Roles of Individuals in Society, through active involvement with diverse communities and challenges, including:

- a) Civic knowledge and engagement—local and global
- b) Intercultural knowledge and competence
- c) Aesthetic/artistic engagement
- d) Environmental stewardship
- e) Ethical reasoning and actions

4. Capacity for Integrative Learning, including:

- a) Synthesis and advanced accomplishment across general and specialized studies, and through co- and extra-curricular activities
- b) Application of knowledge, skills, and responsibilities to new settings and progressively more complex problems
- c) Skills for sustained learning and personal development