

**NECHE INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS
UNDERGRADUATE PROGRAMS
(ECONOMICS MAJOR 2018-19)**

DEGREE GRANTING PROGRAM NAME	(1) List ONLY the program learning objective(s) assessed during the current reporting period	(2) For each learning objective listed in column (1), other than GPA, what data/evidence was used to determine that graduates have achieved the stated objectives? (e.g., capstone assignment, portfolio review, licensure examination)	(3) What were the results/outcomes/findings/conclusion(s) of the assessment? Explain results/findings/conclusions for each program learning objective listed in column (1)	(4) Who interprets the evidence? Describe the process (e.g. annually by the curriculum committee).	(5) What changes/improvements have been made as a result of using the data/evidence (3)? Link discussion in this column with a learning objective (1) and the results of assessing that objective (3)	(6) Date of most recent program review
Economics Major	Learning objective #1 & Learning objective #2	Capstone assignment from ECON 480- Economics Senior Seminar	Average score for Learning outcome #1 was 2.73 Average score for Learning outcome #2 was 2.25	Dr. Lori Lavigne and Dr. Laura Lamontagne	Both Learning outcome scores fell between Average and Good, with Learning objective #1 about half of a point higher	

(1) Learning outcome # 1- Students will be able to understand economic terminology, fundamental principles and theories in the fields of microeconomics and macroeconomics.

Learning outcome #2- Students will be able to apply economic theory to critically analyze the real world, societal problems, and/or policies.

(2) The stated objectives of Learning outcome #1 and Learning outcome #2 have been assessed using the Capstone assignment from ECON 480- Economics Senior Seminar. All senior economics majors are required to take the course in the last spring semester students are enrolled before graduation. 2018 and 2019 has been assessed which includes a total of 15 students (5 in 2018 and 10 in 2019).

Econ480: Senior Seminar Research Paper Assignment

One of the goals of the Senior Seminar in Economics is to provide students with the opportunity to engage in an independent and significant research project that will culminate in a presentation in front of departmental faculty. Students will write a 15-20 page paper on a topic related to the work of one or more of the Economics Nobel Laureates and present the paper at the end of the semester. Nobel Laureates covered or not covered in class may be used. The topic may be related to the actual prize topic or not. Students may also choose to examine how two different Nobel Laureates might view a certain topic. http://www.nobelprize.org/nobel_prizes/economics/laureates/

The paper may be an empirical, a theoretical, an economic history or a history of thought paper, or a literature review. See detailed descriptions of these different types of economic writing in “A Guide to Writing in Economics” by Paul Dudenhefer. <http://lupus.econ.duke.edu/ecoteach/undergrad/manual.pdf>

The paper is an iterative process for preparing the paper will be followed in which students will submit parts on a flow basis and receive feedback from the instructor throughout the semester. In addition to the steps below, students will hold individual conferences with the instructor to discuss the project.

- (3) New rubric was created (shown below)
- (4) The artifacts were scored by Dr. Lori Lavigne and Dr. Laura Lamontagne after a norming session. Dr. Lavigne and Dr. Lamontagne both scored the artifacts separately then compared scores. No score was off by more than 1 point and given the close scoring between the two faculty members, we decided to take the average when different scores were presented. For example, the artifact was given a 3 and 4, the artifact was granted a 3.5 as the final score. For Learning outcome #1, 11 of the 15 scores were the same across both reviewers. For Learning outcome #2, 5 of the 15 scores were the same across both reviewers.
- (5) This is the first year of proper assessment for the department. We do not have scores to compare this to. We did see much more variation in assessment of Learning outcome #2. We need to re-evaluate the Learning outcome and/or rubric. Dr. Lavigne and Dr. Lamontagne may also need to spend more time on normalizing scores.

Rubric for Learning Outcomes

	1 Unsatisfactory	2 Average	3 Good	4 Excellent
Learning outcome #1- Students will demonstrate understand economic terminology, fundamental principles and theories in the fields of microeconomics and macroeconomics	The work does not include relevant economic terminology or theories. Inaccurate use of economic concepts.	Relevant terminology and theories are included however demonstrates minimal understanding. Student uses terminology and theories in the correct context approximately 25% of the time.	Student approaches understanding of theory and terminology. Student uses terminology and theories in the correct context approximately 50% of the time.	Student uses relevant terminology and theories appropriately. Student shows understanding by using terminology and theories in the correct context.
Learning outcome #2- Students will be able to apply economic theory to critically analyze the real world, societal problems, and/or policies	Inaccurate use of economic theory.	Relevant economic concepts and/or theories are applied	Relevant economic concepts are applied and used to correctly analyze problems/policies.	Relevant economic concepts are applied with a thorough and in-depth analysis of problems/policies.
Learning outcome #3- Students will be able to create effective communication of economic ideas through written communication	No understanding of mechanical or spelling conventions. No clear purpose.	Grammatical problems that interfere with comprehension. Unclear purpose.	Several minor errors. Defined purpose that needs some minor refinement.	Few or no grammatical errors. Well defined purpose.
Learning outcome #4- Students will be able to analyze and evaluate ideas, arguments, and points of view using economic theory	No economic analysis.	Limited economic analysis	Appropriate economic analysis.	Effective economic analysis.

Insert URL of the program web page where Program Learning Objectives for this program are published (NECHE requires this as part of being transparent to stakeholders): <https://www.framingham.edu/academics/colleges/business/accounting-economics-finance/economics/index.html>