

# Framingham State University

## Program Assessment Plan for Economics Major (2017-2022)

*Please note: Use of this template is optional. The Office of Assessment is providing it only as a potentially useful tool that could make formulating the plan and tracking implementation easier.*

Assessment Coordinator:	Lori Lavigne
Department Chair:	Lori Lavigne
Date Created/Updated:	10/31/2018

### 1) PROGRAM MISSION STATEMENT

The economics major provides students with an understanding of economic theories, tools, and applications in the fields of microeconomics and macroeconomics to address real world problems and policies in a broad range of disciplines. The goal of the major is to prepare students for employment or graduate study in economics, business, finance, or professional employment by equipping students with strong quantitative skills, written and oral communication.

### 2) PROGRAM LEARNING OBJECTIVES

- 1) Students will be able to understand economic terminology, fundamental principles and theories in the fields of microeconomics and macroeconomics.
- 2) Students will be able to apply economic theory to critically analyze the real world, societal problems, and/or policies.
- 3) Students will be able to create effective communication of economic ideas through written and/or oral presentation.
- 4) Students will be able to analyze and evaluate ideas, arguments, and points of view using economic theory.

### 5) LEARNING OPPORTUNITIES

Learning objective	1- understand economic terminology, fundamental principles and theories	2- apply economic theory to critically analyze the real world, societal problems or policies	3- create effective communication of economic ideas through written and/or oral presentation	4- analyze and evaluate ideas, arguments, and points of view using economic theory
ECON 101	I	I		
ECON102	I	I		
ECON 301	R	R		R
ECON 302	R	R		R
QUAN 201			I	
QUAN 202			I	
ECON 480	E/A	E/A	E/A	E/A
ECON 100	I	I		I
ECON 105	I	I		I
ECON 106	I	I		I
ECON 200	I	I		I
ECON 220	R	R	R	R
ECON 232	I	I		I
ECON 306	R	R	R	R
ECON 309	R	R	R	R
ECON 320				
ECON 323	R	R		R
ECON 333	R	R	R	R
ECON 402	R	R		
ECON 410				
ECON 414	E	R		
ECON 496	R		E	
QUAN 470	R		E	E

I= INTRODUCED

R= REINFORCED

E=EMPHASIZED

A= ASSESSED

\*Yellow represents required courses

\*Green represents courses as part of elective list. Students choose 5 from the list with no more than 1 at the 100-level and at least 3 must be 300-level or above.

## 6) ASSESSMENT METHODS AND TIMELINE

Indicate when and how program learning objectives will be assessed. Refer to the curriculum map to draft a student learning objective assessment timeline. It is recommended that you outline a 5-year plan for assessment in which you will assess all of your PLOs.

<b>Academic Years</b>	<b>Objectives(s)</b>	<b>Course(s)</b>	<b>Assessment Evidence (direct/indirect)</b>	<b>Assessment Method</b>	<b>Responsibility</b>
WHEN	WHICH Objectives(s) will you examine in each period (Use number)?	WHERE will you look for evidence of student learning (i.e., list course(s) that will generate evidence for each objective.	WHAT student work or other evidence will you examine in order to assess each objective?	HOW will you look at the evidence; what means will you use to analyze the evidence collected for each objective	WHO will oversee collecting, analyzing, reporting, results? List names or titles.
<b>Year 1 2016-2017 Report 1/18</b>	1-4			Create learning objectives and opportunities	Lavigne, other ECON faculty
<b>Year 2 2017-2018 Report 1/19</b>	1-4			Create rubrics	Lavigne, other ECON faculty
<b>Year 3 2018-2019 Report 1/20</b>	1&2	Capstone, ECON 480	Research paper	Rubrics	Lavigne, other ECON faculty

<b>Year 4</b> <b>2019-2020</b> <i>Report 1/21</i>	3	Capstone, ECON 480	Research paper	Rubrics	Lavigne, other ECON faculty
<b>Year 5</b> <b>2020-2021</b> <i>Report 1/22</i>	4*	Capstone, ECON 480	Research paper	Rubrics	Lavigne, other ECON faculty

\*In Year 5, all of the data will be aggregated for Learning objectives 1-4 for years 2017-2018 through 2020-2021.

### Program Size and Sampling Technique

a. State the number of students in the program or the number who graduate each year.  
Currently 26 in Fall 2017.

b. Describe the sampling technique to be used  
Complete population from Senior Seminar (ECON480). All graduating seniors with a major in economics must take this course in the student's last spring semester.

### 7) PLAN FOR ANALYZING RESULTS

- List who is responsible for distributing results and who will receive results?  
Lori Lavigne will distribute the results to the department.
- State how and at which forums discussion of results will take place.

See below

8) **DISTRIBUTION.** The program will distribute or publish these items in the following ways:

<i>ITEM</i>	<i>Distribution Method</i>					<b>Other</b> (please describe, e.g. department meeting,
	<b>FSU Catalog</b> (provide section title)	<b>Website</b> (provide URL)	<b>Annual Reports</b>	<b>Brochures</b>	<b>Course Syllabi</b>	

						advising session)
Program Mission	Yes	Yes	yes	No	No	Department meeting
Program Learning Objectives	Yes	Yes <a href="https://www.framingham.edu/academics/colleges/business/accounting-economics-finance/economics/index.html">https://www.framingham.edu/academics/colleges/business/accounting-economics-finance/economics/index.html</a>	yes	No	No	Department meeting
Learning Opportunities (Curriculum Map)	No	No	yes	No	No	Department meeting
Assessment Plan	No	No	yes	No	No	Department meeting

Attach any rubrics or instrumentation that you plan to use for assessment of Program Learning Objectives

### Rubric for Learning Outcomes

	1- Unsatisfactory	2- Average	3- Good	4- Excellent
Learning outcome #1- Students will be able to 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.	N/A	Relevant terminology and theories are used 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	No understanding of mechanical or spelling conventions. No clear	Grammatical problems that interfere with	Several minor errors. Defined purpose that needs some minor	Few or no grammatical errors. Well defined purpose.

communication of economic ideas through written communication	purpose.	comprehension. Unclear purpose.	refinement.	
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.

<sup>1</sup> If you have questions or need assistance, please contact Dr. Mark Nicholas, Director of Assessment at [mnicholas1@framingham.edu](mailto:mnicholas1@framingham.edu) or 508-626-4670

<sup>2</sup> Accredited programs can provide supplemental documents that indicate the answers to these questions as long as specific page references are provided in each cell of the tables in this form. When the answers are not accessible in that way, please cut and paste into your assessment plan.

*Credits: This Template was developed using ideas from templates developed at University of Rhode Island and University of Hawaii in Manoa.*