

Framingham State University

Program Assessment Plan for Economics Major (2022-2027)

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:	2/22/2022

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.

Academic Years	Objectives(s)	Course(s)	Assessment Evidence (direct/indirect)	Assessment Method	Responsibility
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.
Year 1 2021-2022 <i>Report 1/18</i>	1-4	Re-write Learning objectives and Rubrics to be more detailed Collect from Capstone, ECON 480	Research paper	Rubrics	Lavigne, other ECON faculty
Year 2 2022-2023 <i>Report 1/19</i>	1	Capstone, ECON 480	Research paper	Rubrics	Lavigne, other ECON faculty
Year 3 2023-2024 <i>Report 1/20</i>	2	Capstone, ECON 480	Research paper	Rubrics	Lavigne, other ECON faculty

Year 4 2024-2025 Report 1/21	3	Capstone, ECON 480	Research paper	Rubrics	Lavigne, other ECON faculty
Year 5 2025-2026 Report 1/22	4	Capstone, ECON 480	Research paper	Rubrics	Lavigne, other ECON faculty

Program Size and Sampling Technique

a. State the number of students in the program or the number who graduate each year.
Currently 20 in Fall 2021.

b. Describe the sampling technique to be used
Complete population from Senior Seminar (ECON480). All majors must take this course in junior or senior year. The research paper will still be assessed and it will be noted whether the students are juniors or seniors. In each year, we will have some artifacts from juniors and some from seniors. This is not ideal, but we are going to continue with this assessment tool for the next cycle and then re-assess.

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>					
	FSU Catalog (provide section title)	Website (provide URL)	Annual Reports	Brochures	Course Syllabi	Other (please describe, e.g. department meeting, advising session)
Program Mission	Yes	Yes	yes	No	No	Department meeting
Program Learning Objectives	Yes	Yes https://www.framingham.edu/academics/colleges/business/accounting-economics-finance/economics/index.html	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 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.

¹ If you have questions or need assistance, please contact Dr. Mark Nicholas, Director of Assessment at mnicholas1@framingham.edu or 508-626-4670

² 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.