

Student Outcomes Assessment and Success Report AY2020-21 *Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

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Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data is missing due to COVID-19 transition issues, please describe these issues, their impact on your ability to assess student learning, and what, if anything, will change as a result.

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</p>
<p>1. LO 2.1 Micro Applications</p>	<p>(1) White papers and ETS exit exam (2) Econ 499 Senior Seminar</p>	<p>Meeting or exceeds expectation (white papers) and at or above average (ETS)</p>	<p>For the 6 students enrolled in Ec499 during Spring 2021, the mean (normed) ETS for the Micro subscore was 63.5, which is the highest since 2012. 4 of these students scored above the 50% norm, 1 in the 33% and one in 20%.</p> <p>All 6 students had at least one of the last 2 white papers with meets or exceeds expectations as described in the 499 grading rubric.</p>	<p>See part 2 below</p>
<p>2. LO 2.2 Macro Applications</p>	<p>(1) White papers and ETS exit exam (2) Econ 499 Senior Seminar</p>	<p>Meeting or exceeds expectation (white papers) and at or above average (ETS)</p>	<p>For the 6 students enrolled in Ec499 during Spring 2021, the mean (normed) ETS for the Micro subscore was 63.0, which is the highest since 2012. 4 of these students scored above the 50% norm, 1 in the 25% and one in 20%.</p> <p>All 6 students had at least one of the last 2 white papers</p>	<p>See part 2 below</p>

			with meets or exceeds expectations as described in the 499 grading rubric.	
3. LO 2.3 Int'l Applications	(1) White papers (2) Econ 499 Senior Seminar	Meeting or exceeds expectation on white papers	ETS did not provide an Int'l subscore for 2021. One of the white papers assigned in 2021 had significant international content and all 6 students were evaluated as meets or exceeds expectations as described in the 499 grading rubric.	See part 2 below
4. LO 1.4 Statistical Indicators	(1) White papers (2) Econ 499 Senior Seminar	Meeting or exceeds expectation on white papers	Most of the white papers assigned in 2021 required significant interpretation of statistical measures. All 6 students were evaluated as meets or exceeds expectations for at least most of the 6 white papers as described in the 499 grading rubric.	See part 2 below

Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Helpful Hints for Completing this Table

- Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- Each outcome should be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam should be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses. Describe or attach any evaluation tools such as rubrics, scales, etc.
- Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark.)
- Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., 85% of the 25 students whose portfolios were reviewed met the established benchmark).

Part 1b: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you). A dashboard has been created in the Chairs view:

- 1) **Major/minor count:**
F18: 18 majors 16 minors F19: 18 majors 23 minors F20: 15 majors 20 minors
- 2) **Year-to-Year Retention: F18 (4) 75% F19 (1) 0% F20 (1) 100% (first-time, full-time freshmen, 1 yr retention)**
F18 (0) F19 (1) 100% F20 (1) 100% (first-time, full-time transfer, 1 yr retention)
- 3) **4-Yr Graduation Rates: F15 57.14% F16 66.67% F17 50%**
5-yr Graduation Rates: F14 50% F15 57.14% F16 66.67%
6-yr Graduation Rates: F13 71.43% F14 50% F15 57.14%
- 4) **Degrees awarded: 2018-19: 5 degrees 2019-20: 7 degrees 2020-21: 6 degrees**

In the most recent academic year 2020-2021 the department awarded degrees to 6 students. The 4-year graduation rate for the department for the Fall 2017 cohort was 50% percent, which compares favorably with the rate for the university as a whole which stands at 30.15% percent. The department's five-year and six-year graduation are rates also higher than those for the university as a whole. Additional evidence for the high quality of economics students at Indiana State University is provided by GPA data. The average GPA for our recent graduating class of 2020-21 stands at 3.49 while the university-wide average was 3.30.

Additionally, most recent data for 2017 indicates a continuing tendency for substantially higher 4-year graduation rates among those students who have had at least one Econ course at ISU. Moreover, this distinction continues to hold across most sub-groupings of students disaggregated by high school GPA including those with less than 3.0.

Cohort	Total Students	4-year Graduation Rates	
		With Econ Credit (n)	No Econ Credit (n)
2012	2654	40.3% (658)	20.9% (1996)
2013	2650	40.2% (655)	25.0% (1995)
2014	2731	42.9% (630)	25.5% (2101)
2015	2766	42.3% (541)	24.9% (2225)
2016	2431	46.3% (521)	28.9% (1910)
2017	2675	39.5% (569)	27.6% (2106)

What worked well in supporting student success this year?

In AY 2020-2021 the university returned to fulltime, face-to-face instruction, though it is apparent that teaching in the time of Covid has probably left a lasting impact on the pedagogical culture. Most instructors in the department have moved substantial portions of their teaching materials to Blackboard and are now at work transferring these to Canvas, the new teaching platform starting in the spring 2022 semester. The department has now also developed its distance course offerings to the point where it is now able to offer its major on a distance basis. This is made possible by a highly versatile (and yet still shrinking) fulltime, tenured and tenure track faculty.

The department has continued to develop links with the University Honor's Program. Dr. Richards taught GH 201: Smith, Marx, and Keynes to a combined class of honors and economic students in the spring 2020 semester and developed GH 301: Food, Hunger, and Sustainable Agriculture for the fall 2021 semester. Dr. Israel developed a version of GH 301: Gender, Developing Economies and Globalization for the fall 2020 term and GH 301: Environmental Economics for fall 2021.

Though small in number the improvement in the quality of our undergraduate majors is notable. Dr. Conant reports that 4 of 6 the 2021 class ranked in the top half in overall scores on the nationally-normed ETS economics exit exam. Four students performed likewise on the micro test and five on the macro test. This is the best result for a cohort of our students since 2012. The department is also pleased to report that two of our recently graduated students have commenced graduate work at the University of Texas (Austin) and Indiana University Law School, respectively. Other students in the department have had some notable recent success in identifying and landing some impressive internships and jobs. One student turned a 2021 summer internship with Thrive West Central Indiana into a permanent economic analyst position. Another accepted a position Director of Economic Development for Shelby County, Illinois. A third recent grad has accepted a position with Seattle-based Continental Mills. This is good evidence that our graduates can find positions as working economists and that their academic preparation is putting them in good position to do this.

Because of on-going pandemic-related restrictions we were not able to bring students to regional economic conferences in the past year as is otherwise our custom. Students were able to take part, however, in Zoom versions of these events including the March 2021 Midwest Economics Association Conference as well as numerous seminars opportunities put on by ISU's social science faculty. The department also saw a partial return to activities of its student academic and social organization activities albeit still within the campus Covid-related protocols. The spring student awards ceremonies were held in-person. The expectation is that the extra-curricular activities, including those of the Economics Club and ODE, the economics honor society, will intensify as current concerns surrounding "the delta variant" subside. Plans are underway to resume the Creason Memorial Lecture. Dr. Mark Lautzenheiser has accepted our invitation for the lecture in spring 2022 at a date to be determined. This will afford our current group of students to meet an ISU alumnus and learn about, and perhaps take inspiration from, his career experience.

What are the most significant opportunities for improvement upon which to focus in the coming year?

Increasing course enrollments in our upper-level course offerings and recruiting majors still stand as the department's primary challenges. Success in this will depend in part on the university's ability to rebound from the recent enrollment shock of the pandemic. We are hopeful that the recently announced Sycamore Advantage program will stimulate applicant interest in the University as well as in the department. That said, efforts at the department level are critical. Few entering students have much awareness of economics either as an academic discipline or as a focus for career preparation. The department's ability to raise students' awareness of the opportunities that economics provides necessarily involves direct faculty contact at the 100 and 200 course levels. Fortunately the department was able this past year to

offer Dr. Biniyam Yemane a tenure track position. Early indications are that Dr. Yemane is an accessible and popular teacher who should help in attracting additional majors. The department has also been fortunate to land David Mahon as an adjunct professor who has assumed responsibility for several sections of the principles courses.

The development and offering of more distance courses has raised both opportunities and challenges for the department. The obvious opportunity is that it enables non-residential students too removed to attend on campus to take a greater variety of courses and perhaps even major in economics. It also helps to promote overall enrollment in our principles sequence. The challenge is that as well-developed as our distance courses may be, the lack of routine, face-to-face contact with students reduces the kinds of inter-personal communication and relationships that can result in the recruitment of majors.

The recent job market and graduate school success of our graduates is encouraging. It should certainly be a part of our continuing efforts to “sell” the program. Hopefully, the Sycamore Advantage program, and the support it gives to students seeking and accepting appropriate internship opportunities, will act as a catalyst to future success.

Part 2: Continuous Quality Improvement

Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:

1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness

The six students enrolled in Econ 499, the Department’s Senior Capstone, performed collectively on the nationally normed ETS economics exit exam and the courses 6 required white papers as well as any cohort has during the 14 years we have been evaluating the curriculum this way in the capstone. The instructor of the course’s evaluation of the results of the 6 white papers support the ETS Exit Exam scores that this cohort of students compares very favorably to students of the past. The ETS median subscore on both the micro and macro portions of the exam (63.5% and 63%), indicate that the students compare very well with the national population of majors taking the exam. Classroom discussion of the 6 case studies student wrote white papers for indicate most of the students in the cohort “exceeded expectations” in their abilities to discuss applications of economic concepts to public policy issues.

2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)

It is the opinion of the department faculty that the program’s curriculum (fairly standard for undergraduate economics programs) is meeting the goals of its Learning Objectives. While our assessment does not reveal a need for extensive curricular change, we are examining ways to institutionalize some of our current advising practices, such as encouraging advanced mathematics courses.

3) what your assessment plan will focus on in the coming year

The department evaluates its Learning Objectives on a 3 year rotational basis. The Learning Objectives that will be assessed in the current year are LO4.1 – LO 4.3. 4.1 Applications to Individual Problems, 4.2 Applications to Firm Problems, and 4.3 Applications to Government or Society Problems.

4) how this information will be shared with other stakeholders

The department regularly shares departmental news with our alumni through email communications.

Thank you so much for sharing your assessment process and findings for AY 2020-21 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment practice and use in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Economics B.S.	Overall Rating: Mature (2.63/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Direct measures and the ETS exam provide summative student mastery insights relative to the general areas described. Using scores on multiple white papers allows for faculty to determine mastery from multiple performances. • Analytical rubrics are used to evaluate student mastery of specific outcomes/performance areas, and ETS subscores are reported. • Expectations for student performance are clear, and data are reported relative to expectations. • Discussion of student performance relative to past performance is included, and notes are given about how faculty will continue to find ways to enhance the strong curriculum and student performance. • Information is included about how findings are shared. 	<ul style="list-style-type: none"> • Be sure to include the specific language of the LOs being assessed. Without that I can't provide much feedback about the selection of measures or reporting of data. • Not a recommendation so much as a question – is there a reason scores from white papers are given only on the last 2 papers in some instances, or just described anecdotally rather than provided as an average score or scores on all? It's not right or wrong – I was just curious since it varies from outcome to outcome.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
<p>Student Learning Outcomes</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes directly integrate institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>More than one outcome is assessed this cycle, and rationale is provided for why they were selected for assessment.</p>	<p>Identified, aligned learning outcomes are specific, measurable, student-centered, and program-level. Outcomes support institution or college-level learning goals.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcome is assessed this cycle.</p>	<p>Learning outcomes are identified and alignment with courses is demonstrated.</p> <p>Outcomes are consistent across modes of delivery (if applicable).</p> <p>At least one outcomes is assessed this cycle.</p>	<p>No learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
<p>Performance Goals & Measures</p>	<p>Performance goals are clear and appropriate, and rationale is provided for why these were selected.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and rationale and examples are provided (e.g. – rubrics, checklists, exam keys). Most are direct measures, and their design enhances the validity of findings.</p> <p>Licensure exams and high-impact practices are reflected in measures (if applicable).</p>	<p>Performance goals are clear and appropriate.</p> <p>Identified measures and tools are assigned to each outcome, are clear and intentionally designed to address student performance on aligned outcomes, and examples are provided (e.g. – rubrics, checklists, exam keys). At least one direct measure is included.</p>	<p>Performance goals are identified with little rationale or clarity.</p> <p>Identified measures are poorly suited to performance goals, underdeveloped, or are solely indirect measures.</p>	<p>No goals for student performance of learning outcomes are identified, and/or no measures are provided.</p>

<p>Analysis & Results</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results. The process is useful to those collecting and/or interpreting data.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with thoughtful discussion of analysis and description of conclusions that can be drawn.</p>	<p>Data collection process is clear and designed to produce valid/trustworthy results.</p> <p>Data is collected and analyzed with clear rationale and description.</p> <p>Results are provided with some discussion of analysis.</p>	<p>Description of data collection is unclear as to process and quality.</p> <p>Some data is collected and analyzed with little rationale or description.</p> <p>Some results are provided with no discussion of analysis.</p>	<p>No information is provided about the data collection process, and/or no data is being collected.</p> <p>No results are provided.</p>
<p>Sharing & Use of Results for Continuous Improvement</p>	<p>A plan for sharing information and included program faculty and appropriate staff in discussion and planning is detailed and enacted. Outcomes and results are easily accessible on the program website or other appropriate designated area.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection if offered about results or plans moving forward, and compares prior year plans to current outcomes in an effort to foster continuous improvement as a result of assessment process.</p>	<p>A plan for sharing information broadly across program faculty is detailed and enacted.</p> <p>Plans for improvement or change based on results are clear and connected to results. If few students met performance goals, this is included in discussion and plans.</p> <p>Reflection is offered about results or plans moving forward.</p>	<p>Information is provided about sharing results, but sharing is limited in scope or content.</p> <p>Plans for improvement or change based on results are incomplete, vague, or not clearly connected to results.</p> <p>Little reflection is offered about results or plans moving forward.</p>	<p>No information is provided about sharing results and/or plans for improvement or change based on results.</p> <p>No evidence of reflection on results in provided.</p>
<p>Overall Rating</p>	<p><input type="checkbox"/> Exemplary</p>	<p><input checked="" type="checkbox"/> Mature</p>	<p><input type="checkbox"/> Developing</p>	<p><input type="checkbox"/> Undeveloped</p>