

Student Outcomes Assessment and Success Report AY2019-20 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.

Unit/Program Name: Economics Contact Name(s) and Email(s) Debra Israel, Chairperson, debra.israel@indstate.edu

Part 1a: Summary of Student Learning Outcomes Assessment

NOTE: If data from Spring 2020 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. Working knowledge of the basic principles of microeconomics</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>Avg for micro/macro combined ETS score: 150.5, which is in the average range nationally (145-166). Of the 4 students, two had average scores, one above average, and one below average. On the white papers for microeconomics, On the completed white papers from the first part of the semester, 40% exceeded expectations and 60% met expectations.</p>	<p>See part 2</p>
<p>2. Working knowledge of the basic principles of macroeconomics</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>Avg for micro/macro combined ETS score: 150.5, which is in the average range nationally (145-166). Of the 4 students, two had average scores, one above average, and one below average. On the completed white papers from the first part of the semester, 47% exceeded expectations, and 53% met expectations.</p>	<p>See part 2</p>

3. Working knowledge of the basic principles of International Economics	(1) White papers (2) Econ 499 Senior Seminar	Meeting or exceeds expectation (white papers)	On the completed white papers from the first part of the semester, 45.5% exceeded expectations, and 45.5% met expectations, and 9% did not meet expectations.	See part 2
4. Work with statistical indicators	Not evaluated this spring, will evaluate Spring 2021	NA	NA	NA

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: F17 (2) 100% F18 (4) 75% F19 (1) 0% (first-time, full-time freshmen, 1 yr retention)

F17 (1) 100% F18 (0) F19 (1) 100% (first-time, full-time transfer, 1 yr retention)

3) 4-Yr Graduation Rates: F14 33.33% F15 57.14% F16 66.67%

5-yr Graduation Rates: F13 71.43% F14 50% F15 57.14%

6-yr Graduation Rates: F12 75% F13 71.43% F14 50%

4) Degrees awarded: 2017-18: 10 degrees 2018-19: 5 degrees 2019-20: 7

In the most recent academic year 2019-2020 the department awarded degrees to 7 students and continues to maintain its count of majors at 15 students. The 4-year graduation rate for the department for the Fall 2016 cohort was 66.67 percent, a significant improvement over recent years. Also, this rate compares very favorably with the similar rate for the university as a whole which stands at 32.59 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 stands at 3.34 while the university-wide average was 3.24.

Additionally, most recent data for 2016 indicates a continuing tendency for substantially higher 4-year graduation rates among those students who have had at least one Econ course. Moreover, this distinction continues to hold across most sub-groupings of students disaggregated by high school GPA including those with less than 3.0.

4-year Graduation Rates

Cohort	Total Students	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)

Finally, anecdotally we know that our recent cohort of students have had good success in their post-graduate pursuits with some finding suitable employment and others entering graduate school.

What worked well in supporting student success this year?

AY 2019-2020 was an extraordinary one owing to the onset of the coronavirus pandemic when in mid-March the University was forced to close face-to-face instruction and quickly transition to virtual learning methods of instruction. For most department faculty this meant crash courses in such platforms as Zoom and Yuja. On the whole the efforts made during this urgent time has paid dividends that have redounded to the benefit of our students. As faculty have become more adept in the use of these platforms and widened their technological toolkits, students have gained access to additional learning resources. Instructors for example have made class notes available in powerpoint presentations to which students have direct access via Blackboard. Instructors now routinely record their class presentations and make them available for review in Zoom. Dr. Lotspeich, for example, reports breaking down his on-line lectures into 15 minute mini-lectures that students find more digestible. The fact that these are recorded and are continuously available for reviewing is a further aid to student learning. Department instructors are also making more use of the discussion board tool. Used asynchronously this tool encourages students who might otherwise be reluctant to engage in class participation to become so engaged.

Recently the department has become more involved in the University's Honor's program. Dr. Richards taught GH301: Latin American Political Economy in the spring of 2019 and drew equal numbers of honor's students and economics students. Dr. Israel has also re-worked her Gender, Developing Economies and Globalization course as a GH 301 offering for fall 2020 and Richards is currently at work developing GH 201: Smith, Marx, and Keynes which will be offered in spring 2021. Dr. Lotspeich has also worked with two students to convert his Econ 355: Economics of Crime for Honors credit.

We continue to provide teaching and research assistant positions for our students. This is good experience for them, and provides extra support for students in our classes. Unfortunately a number of our experiential activities were canceled last spring, but we plan to have students participate in conference(s) this coming spring, although virtually.

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

As already noted the pandemic has had one substantial positive externality as far as the Department of Economics is concerned. It has provoked the department to substantially expand its potential range of course offerings that can be done on a distance basis. We are now quite close to being able (at least technically) to offer our major on a distance basis. We are also considering various curricular options, such as certificates, to attract more students to the study of economics. The qualification of course relates to the issue of department staffing. Currently, one instructor is well into his three-year phased retirement, two others have reached full retirement age, and one other has expressed an interest in early retirement within the next five years.

A second area in which the department seeks to improve is in the number and range of internships that our students apply for and are able to obtain. We have engaged the Career Center directly to help promote interest and awareness among our students of such opportunities. Last year we had one student apply to the St. Louis Fed for a summer internship. Coronavirus scuttled that possibility, but a number of students have expressed interest in that particular program and we are hopeful to see additional applications for summer 2021. Naturally, we are hopeful that an improvement in the public health environment in 2021 will allow us to re-invigorate the initiatives we began in terms of economics-related extra-curricular activities such as Omnicron Delta Epsilon, the international honors society for economics, the Creason Memorial Lecture, Social Science Research Seminars and our end-of-semester department social events. The newly formed Sycamore Economics Club continues to meet this fall, with social distancing.

Finally, student recruitment to the major remains a continuing, on-going goal for the department. We intend to target those students who perform particularly strongly in Econ 100, 200, and 201 this fall to consider economics as a major or minor course of study.

Part 1c: Summary of Career Readiness Activities – required for undergraduate programs; optional for graduate programs

If you submitted a report last year, you only need to resubmit if there are changes to your current career readiness competencies map.

NOT APPLICABLE SAME AS LAST YEAR

If you have not previously done so, please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

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 Spring 2020 term of Econ 499 Senior Seminar, which is utilized for assessment of our major, had four students. The course was to include eight Case Studies (from the White Paper Topics) one diagnostic examination, one nationally normed examination, and a final project. The diagnostic exam was taken in early February and they were allowed to work the problems together. Therefore, these scores were not directly used in the assessment process. The nationally normed (ETS) exam scores were discussed above as indicators of proficiency in Microeconomics and Macroeconomics. Since we only had 4 students in the class greater detail on the scores was not available to also assess quantitative skills. The white papers included in the assessment above are from the first part of the semester, before we went online. There was a distinct break in the progress and attendance for synchronous class periods after the ETS exam which corresponded to

the COVID-19 imposed shutdown of face-to-face classes. The quality of the White Papers was high and rising until the break and even once we got re-started, the efforts were not sufficient to make programmatic judgements. The final project submissions were particularly disappointing and were supportive of no other conclusion than the students were exhausted by the process. The exam scores suggest some unevenness of preparation in microeconomics and macroeconomics. However, overall, student outcomes were within the average range on the nationally normed exam, and the white papers from the first part of the semester mainly showed students meeting or exceeding expectations. We continue to explore ways to give our students the best learning opportunities possible, given the challenging environment we are faced with today, with our students facing many competing demands for their attention during the pandemic.

2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed see discussion above in part 1b.

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

The following is the objective and the learning outcomes that will be assessed in the coming year in our Senior Capstone in Spring 2021.

1.4 Work with statistical indicators (not assessed this past year, so moved to Spring 2021)

Objective 2: Economic Activity. Graduates should understand the role of economic activity in the human experience and in the functioning of societies.

2.1 Understand the application of microeconomic theory to individuals and firms/agencies
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2.2 Understand the application of macroeconomic theory to governments

2.3 Understand the application of international economic theory to international issues

4) how this information will be shared with other stakeholders

We regularly share departmental news with our alumni.

Thank you so much for sharing your assessment process and findings for AY 2019-20 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: B.S. Economics	Overall Rating: Mature (2.44/3.00)
Strengths	Recommendations
<ul style="list-style-type: none"> • Learning outcomes are generally clear, but may need to be refined to be specifically measurable (see recommendations). • Measures include professionally relevant demonstrations of knowledge, as well as nationally normed exams, providing data relevant to the program curriculum and in comparison across the field. • Clear description provided for interpretation of ETS scores relative to expectations. • Analysis of student performance describes challenges brought on by covid-19 changes to instructional format. Assumptions are drawn from early-semester performance and performance on ETS exams to give some indication of student outcome achievement. • Clear information is provided about how assessment findings are shared. 	<ul style="list-style-type: none"> • Learning outcomes typically have some sort of verb that defines the level of mastery a student will possess relative to the described knowledge or skill. Here, the outcomes only note “working knowledge,” which makes measurement more challenging. Will they simply possess this knowledge, or are they expected to apply it, etc? Being more specific by adding a clarifying verb (e.g. – students will apply knowledge of basic principles of microeconomics) will allow for more specific assessment and ensure all faculty agree upon terms. • It is unclear how the white papers are evaluated and what “meeting or exceeds expectations” consists of. Note if an evaluative tool (rubric, checklist, etc.) is used to determine student performance. • If faculty have concerns about student learning gaps due to covid changes, it is reasonable to reassess these outcomes sooner than planned. The AY 20-21 year will pose the same challenges, of course.

Evaluation Criteria	3 Exemplary	2 Mature	1 Developing	0 Undeveloped
Student Learning Outcomes	<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, and rationale is provided for why it was selected for assessment.</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 (program) learning outcomes are identified, and/or alignment of learning outcomes to courses is not demonstrated (e.g. – curriculum map).</p>
Performance Goals & Measures	<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. <i>(in some cases – see recommendations)</i></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>

Please see reviewer notes for more details.