## UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in \_2013-14\_\_ (Academic year)

## **UNDERGRADUATE PROGRAMS**

DEPARTMENT_	Economics		DATE	4/13/15
PROGRAM(S) C	OVERED IN REVIEW	BBA Business Econ	omics, BA	Economics
COMMITTEE M	EMBER(S) CONDUCTING	REVIEW_Joan H	lawthorne,	Ken Ruit
1. STUDENT LEA	RNING GOALS			
• If so, w	ny goals referenced? vere goals well articulated? lls address student learning?	YES_X_ YES_X_ YES_X_		QUALIFIED Y/N QUALIFIED Y/N QUALIFIED Y/N
	s quite clearly articulated in terms both orally and in writing," "stud			ole to do – i.e., they "will be able to e to use."
	ur goals for the three undergradud d, they typically should have some			When multiple similar degree options.
(shown in alignment  X 1 Commod  X 2 Thinking  X 4 Thinking  X 5 Inform  6 Diversity  7 Lifelong  8 Service/c	ng and reasoning – critical thinking and reasoning – creative thinking and reasoning – quantitative reation literacy ("be able to access a confidence of the community of the access and the confidence of the critical of the creation of the	which goals are similar o write and speak in variety and speak in variety (or "be intellectually assoning ("apply empirity evaluate for effectiversity and use that unlifelong learning") oth for their communitation in the institutional and Exit insti	to program arious setting curious"; ar creative"; ex cal dataar tive, efficier nderstanding ties and for t	goals. gs with a sense of purpose/audience") halyze, synthesize, evaluate) halyze graphical information") ht, and ethical use") he world")
problems, "assessing	gpolicies," "analyze economic i to solve" and information liter	ssues." Quantitative li	iteracy appe	ars to be addressed in goal 2: "using
2. ASSESSMENT I	METHODS			
• If so, w	sessment methods referenced? vere specifically chosen assessments appropriately aligned with indiv	t	NO	QUALIFIED Y/N
goals?		YES <b>X</b>	NO	QUALIFIED Y/N
method	oth direct and indirect assessment Is used as components of a "multip es" approach?		NO_X_	QUALIFIED Y/N

## Comments:

The assessment plan demonstrates a clear alignment of goals and objectives with methods. The list of work products to be assessed, in fact, is quite extensive – although it appears that a more limited array of work products was actually assessed (or probably is ever assessed in any individual year). Findings for assessments conducted in Econ 201 for the BBA core were generated and reported. The assessment report indicates that goal 2 will be the focus on next year's assessment efforts. Goal

1 was assessed through review and scoring of a sample of papers submitted in Economics 305. Goal 3 was assessed through work products collected in Econometrics, Econ 410.

Reviewing findings from these assessments, appears to demonstrate that the goals as numbered in the assessment report do not exactly align with those as numbered in the posted assessment plan, which probably indicates that a new plan exists and that should be submitted for posting on UND's assessment website.

3	ASSE	122	<b>TENT</b>	RESUL	TS

Were any assessment results reported?	YES_X_	NO	QUALIFIED Y/N
• If so, were the results clear in terms of how they specifically affirm achievement of goals?	YES_x_	NO	QUALIFIED Y/N
If so, were the results clear in terms of how they indicate need for improvement?  We also be a least of the second and t	YES_X_	NO	QUALIFIED Y/N
<ul> <li>Were the results tied to goals for student learning?</li> </ul>	YES_X_	NO	QUALIFIED Y/N
Comments: Results were reported, in summary form, for goals 1 and 3. It were scored (for goal 1) as above expectations, meeting expestates that students were able to describe events of the finance percentage scoring at the various levels, and other details we indicates that students "received a 'meets standards'" score improvement was identified via discussion, i.e., it's essential experience with the use of computers to solve quantitative predistinguishing gaps in computer skills from gaps in quantitative quantitative skills was also identified for students continuing grad program.  As a side note, the results cited in the report demonstrate that separately, in cases where appropriate, for assessment purpos appear that the BA and BBA Business Economics programs as	ctations, or belial crisis at an are not provided on the Econ 41 that all student oblems (in this ive problem solfrom the BA or Economics masses, and we we	low expectati appropriate d. On goal 3 0 assessmen is, no matter iteration of t lving skills). r BBA Busine ajors (Busine ere glad to se	ions – and the summary conclusion level. Numbers of papers scored, the summary results statement t of their empirical skills. A need for which courses taken previously, gain the assessment, faculty had difficulty A problem with retention of the ess Economics degree into the MSAE ess Economics vs. are treated
In addition to program goals, some assessment results may be any goals for which the program presents findings, and, for in1 Communication – written or oral ("able to write a2 Thinking and reasoning – critical thinking (or "be3 Thinking and reasoning – creative thinking (or "be3 Thinking and reasoning – quantitative reasoning5 Information literacy ("be able to access and evalue6 Diversity ("demonstrate understanding of diversite6 Tifelong learning ("commit themselves to lifelong8 Service/citizenship ("share responsibility both for	ndicated items, and speak in va e intellectually be intellectually g ("apply empi- atefor effect by and use that g learning")	describe find rious settings curious"; and r creative"; e rical dataa ive, efficient understanding	dings below.  s with a sense of purpose/audience") alyze, synthesize, evaluate) xplore, discover, engage) nalyze graphical information") , and ethical use") ug")
Comments regarding results and the application of results to	o program, ins	titutional, a	nd Essential Studies goals:
Although some students failed to demonstrate appropriate lev	els of quantita	tive reasonir	ng, discussion revealed that students

had received very uneven levels of instruction in use of computer programs to solve quantitative problems in economics. This made it difficult to tell whether the difficulty was in quantitative skills or in computer skills, and the department intends to

# 4. CLOSING THE LOOP

address that problem in future years.

Were any actions taken on the basis of assessment results reported?

YES\_\_X\_\_\_ NO\_\_\_ QUALIFIED Y/N \_\_\_\_

• If so, do curricular or other improvements/

	changes arising from asses directly address goals for s		YESX	_ NO	_QUALIFIED Y/	N
•	changes are in the works of the assessment plan was up complicated' Economics 308 is being re foundations classes are be of computer applications, of the primary assessment too from courses; plans are in the works to in	odated based on experiodated based on experioning re-examined (e.g., etc.) based on findings ol, in the future, will be	ience demonstr to the Banking considering ad from assessme e a field examin	rating that to & Financial ding manda ents complet nation – alth	the previous plan val Economics progetory lab sessions, ted for the BBA proposed to the sessions to the sessio	gram; mandating inclusion ogram; ed by work products
SUMMARY	capstone.					
SUMMAKI	Strengths			Areas f	for Improvement	
StudentAssessmAssessmDirect aX_ResultX_Result	cific plan for assessment is learning goals are well-arti- nent methods are clearly de- nent methods are appropriate and indirect methods are imple- nd indirect methods are imple- s are reported. s are tied to closing the loo- ton-making is tied to eviden	culated. scribed. tely selected. emented. plemented. p.	Assessm Assessm Assessm Assessm Results a	learning goa lent method lent method tent method type of asso No results a are not clear	r assessment is in pals are not well-ards are not appropriate are not appropriate are not well-implessment methods pare reported.  The part of the coloring is not directly tied to coloring to the coloring is not directly tied to the	ticulated. escribed. ately selected. elemented. predominates. the loop.
OVERALL	SUMMARY AND RE	COMMENDATIO	NS:			
about the cur right track. I conjunction v appears, indi	ere has been some tweaking rent learning goals and me This year's report indicates with the end-of-program As rect measures will be adde need at this point (aside fro	thods. However, the a that the department is surance and Learning d as well.	assessment repo planning to in instrument des current plan po	ort certainly aplement ad signed for u. osted) is to e	y suggests that the dditional assessme se in the BBA prog ensure that distinc	department is on the nt measures, in gram – and, it tions in learning
	ong the three undergradua ctivities, which we were ver		However, thi	s report den	nonstrates substai	ıtial progress in
MATERIAL	S REVIEWED					
AnnuaX AsseX Prev	ual assessment report al Report essment plan (as posted) ious assessment review (please describe)					
Reviewer(s):	Name Department Phone Number e-mail	Joan Hawthorne Academic Affairs 7-4684 joan.hawthorne@	Basi 7-25			

Section 1: Y	Section 2: O	Section 3: Y	Section 4: Y

Coding Key:

- Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected and analyzed in other years)
- Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
- N = no, it is unclear whether it was done at all, or it is not done in relationship to student learning

Revised Sept 24, 2014

## UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in \_2013-14\_\_ (Academic year)

## **UNDERGRADUATE PROGRAMS**

DEPARTMENT_	Economics			DATE	24/13/15		
PROGRAM(S) C	OVERED IN REVIEW	BBA Bankiı	ng & Fi	nancial Ec	onomics		
COMMITTEE M	IEMBER(S) CONDUCTING	REVIEW_	_Joan F	<b>Lawthorne</b>	, Ken Ruit_		
1. STUDENT LEA	RNING GOALS						
• If so, w	any goals referenced? were goals well articulated? als address student learning?	YES_	_X_ _X_ _X_	NO NO NO	QUALIFIED QUALIFIED QUALIFIED	D Y/N	
	s quite clearly articulated in terms v both orally and in writing," "stu					c., they "will be	able to
	ur goals for the three undergradu d, they typically should have some						
(shown in alignment  X 1 Comm  X 2 Thinking  X 4 Thinking  X 5 Inform  6 Diversity  7 Lifelong  8 Service/c  Comments regarding  Program goals clear problems, "assessing	ogram goals, please also consider to within parentheses) and identify the function — written or oral ("able to an and reasoning — critical thinking and reasoning — creative thinking and reasoning — quantitative relation literacy ("be able to access a sy ("demonstrate understanding of the glearning ("commit themselves to actizenship ("share responsibility by the specify communication, as well as to solve" "and information literated at a communication."	which goals are to write and spig (or "be intell asoning ("appund evaluate diversity and ulifelong learning outh for their court in the institution as describing assues." Quantity of write and the institution as describing assues." Quantity of write and the institution as describing assues." Quantity of write and the institution as describing assues."	te similar beak in valectually ectually ly empire for effectually empire for effectuate that ung") community and and it and it and it	to program arious setting curious"; at creative"; exical dataat tive, efficient anderstanding ties and for the Essential Stuer of aspects iteracy appears	goals. gs with a sentinalyze, synthest contains and ethical g") the world")  adies goals: of critical theory to be addeduced.	se of purpose/a esize, evaluate ver, engage) ical information l use")  sinking (e.g., "g dressed in goal	uudience")  n")  solving 2: "using
2. ASSESSMENT	METHODS						
• If so, w	ssessment methods referenced? were specifically chosen assessmer ds appropriately aligned with indiv	nt	_X	NO	QUALIFIE	D Y/N	
goals?	both direct and indirect assessment	YES_	_X	NO	QUALIFIE	D Y/N	
method	ds used as components of a "multipres" approach?			NO_X_	QUALIFIE	D Y/N	

## Comments:

The assessment plan demonstrates a clear alignment of goals and objectives with methods. The list of work products to be assessed, in fact, is quite extensive – although it appears that a more limited array of work products was actually assessed (or probably is ever assessed in any individual year). Findings for assessments conducted in Econ 201 for the BBA core were generated and reported. The assessment report indicates that goal 2 will be the focus on next year's assessment efforts. Goal 1

was assessed through review and scoring of a sample of papers submitted in Economics 305. Goal 3 was assessed through review and scoring of "exam questions" and papers written for a course – with course numbers not provided for these work products.

Reviewing findings from these assessments, appears to demonstrate that the goals as numbered in the assessment report do not exactly align with those as numbered in the posted assessment plan, which probably indicates that a new plan exists and that should be submitted for posting on UND's assessment website.

3.	٨	C	C	H	C		'n	/	n	r	N	Т	וי	D	L	7	C.	Г	n	7	r	C
.).	$\boldsymbol{H}$		70	10	<i>π</i>	ъ	ш	v	ш	Ľ	ľ			N	п	<u>ار'</u>	7	u.	, ,			7

<ul><li>If so, they s</li><li>If so, they i</li></ul>	ent results reported? were the results clear in terms of how specifically affirm achievement of goals? were the results clear in terms of how ndicate need for improvement? the results tied to goals for student ing?	YES_x_ YES_x_ YES YES	NO	QUALIFIED Y/N  QUALIFIED Y/N  QUALIFIED Y/N _x  QUALIFIED Y/N	
Comments:					
were scored (for go states that students percentage scoring suggests that stude expectations" on a the 'meets expectation and goals for which is a state of the s	ted, in summary form, for goals 1 and 3. Foal 1) as above expectations, meeting expectations at the various levels, and other details were not performance on the exam questions involverage. Results from the student papers, so the program presents findings, and, for in the program presents findings, and, for in unication – written or oral ("able to write at any and reasoning – critical thinking (or "being and reasoning – creative thinking (or "being and reasoning – quantitative reasoning ation literacy ("be able to access and evaluative ("demonstrate understanding of diversity glearning ("commit themselves to lifelong excitizenship ("share responsibility both for	ctations, or besided crisis at an re not provided blving problem cored for the simprovement exapplicable to adicated items, and speak in variatellectually ge intellectually ge ("apply empiate for effect y and use that g learning")	low expectation appropriate d. On goal 3 as solving and same goals, were include institutional describe findurious settings curious"; and y creative"; exprical dataa tive, efficient understanding	ions – and the summary conclusion level. Numbers of papers scored, the summary results statement quantitative methods were "below were "much better" and "on average at d.  and Essential Studies goals. Indicate dings below. Is with a sense of purpose/audience") alyze, synthesize, evaluate) explore, discover, engage) nalyze graphical information") and ethical use") eg")	
Comments regarding results and the application of results to program, institutional, and Essential Studies goals: Results on quantitative reasoning were mixed, with those derived from exam questions disappointing, but results from the written paper demonstrating that most students were at the "meets expectations" level.					
4. CLOSING TH	E LOOP				
results reported?  • If so, change	do curricular or other improvements/ ges arising from assessment results ly address goals for student learning?			QUALIFIED Y/N	

### Comments:

A number of changes are in the works or have already occurred. Examples include the following:

• the assessment plan was updated based on experience demonstrating that the previous plan was overly complicated'

- Economics 308 is being reconsidered in relation to the Banking & Financial Economics program;
- foundations classes are being re-examined (e.g., considering adding mandatory lab sessions, mandating inclusion of computer applications, etc.) based on findings from assessments completed for the BBA program;
- the primary assessment tool, in the future, will be a field examination although supplemented by work products from courses;
- plans are in the works to incorporate indirect assessments, perhaps in a newly created department-specific capstone.

SUMMARY	•
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years)

SUMMARY	Strengths		Areas for Improvement
Student leaAssessmenAssessmenDirect andXResults aXResults a	ric plan for assessment is a tarning goals are well-artical methods are clearly designated that methods are appropriated at methods are well-impled indirect methods are implemented indirect methods are imported. The reported is the closing the loop-making is tied to evidence.	rulated cribed ely selected mented lemented o	No specific plan for assessment is in place. Student learning goals are not well-articulated. Assessment methods are not clearly described. Assessment methods are not appropriately selected. Assessment methods are not well-implemented. A single type of assessment methods predominates No results are reported. Results are not clearly tied to closing the loop. (Decision-making is not directly tied to evidence.)
OVERALL S	UMMARY AND REC	COMMENDATIONS:	
about the currer right track. Thi conjunction with appears, indirect The primary new outcomes amon	nt learning goals and met is year's report indicates i th the end-of-program Ass ct measures will be added ed at this point (aside fron g the three undergraduate vities, which we were ver	hods. However, the assessing that the department is plant urance and Learning instruct as well.  I as well.  In the need to get the currence majors are clarified. How	the new plan is not yet posted, it's difficult to be definitive ment report certainly suggests that the department is on the ning to implement additional assessment measures, in ment designed for use in the BBA program – and, it at plan posted) is to ensure that distinctions in learning vever, this report demonstrates substantial progress in
X Annual FX Assess: _X Previou	assessment report		
Reviewer(s):	Name Department Phone Number e-mail	Joan HawthorneAcademic Affairs_ 7-4684joan.hawthorne@und.e	_Kenneth Ruit _Basic Sciences _7-2570 du _kenneth.ruit@med.und.edu
Coding Key:		oriately and well (bearing in	ction 4:Y  mind the kind of program(s) reviewed and recognizing onal kinds of data to be collected and analyzed in other

- Q = qualified yes as action or progress is apparent; however, evidence is lacking that this is completely and appropriately done
- N = no, it is unclear whether it was done at all, or it is not done in relationship to student learning

Revised Sept 24, 2014

# UNIVERSITY ASSESSMENT COMMITTEE

Feedback to Academic Departments on Assessment Activities Reported in 2013-14\_\_ (Academic year)

# **GRADUATE PROGRAMS**

DEPARTM	IENT	_Economics		DAT	E4/14/15
PROGRAM	I(S) COV	VERED IN REVIEWM	laster of Sci	ence in App	lied Economics
COMMITT	TEE ME	MBER(S) CONDUCTING REV	/IEWJoan	Hawthorne	e, Ken Ruit
1. STUDEN	T LEARN	NING GOALS			
•	If so, were	goals referenced? e goals well-articulated? address student learning?	YES_X YES_X YES_X	NO	
between goal discussed in t of learning of	s in the po this year's utcomes fo	ted toward student learning. We note sted plan and those in the assessmen report – making it difficult to be cern r the program. This suggests that it version is actually in use.	t report. No n tain whether th	ew plan has b ne goals in the	een posted, and no specific goals we plan posted are indeed the current s
2. ASSESSN	MENT ME	ETHODS			
•	If so, were methods a	sment methods referenced? e specifically chosen assessment ppropriately aligned with individual			QUALIFIED Y/NX
	goals?	. dinant and indinant account	YES	NO	QUALIFIED Y/NX
	methods u	a direct and indirect assessment used as components of a "multiple approach?	YES	NO_X_	QUALIFIED Y/N
suggests that based on fact interviews, w. On the other systematicall	thesis infoulty percephich appearance thand, the continues	mentions using student interviews and rmation has not been systematically stions rather than an examination of a r to have been carried out the previous assessment plan identifies a full specented. It might be worth considering a l result that what would then be a sm	collected and data. The other ous year but no trum of assessment the nu	comments about method discont in 2013-14.  The ment tools, mount mount tools and the mount tools about the mount tools and the mount tools are mount tools and the mount tools and the mount tools are mount tools and the mount tools and the mount tools are mount to the mount tools are mount tools and the mount tools are mount to the mount tools are mount tools are mount to the mount tools are mount to the mount tools are mount to the mount to th	out quality of analysis and writing an cussed in this year's report was exit ost of which do not appear to be products for analysis could be pared
3. ASSESSN	MENT RE	SULTS			
Were any ass	essment re	esults reported?	YES X	NO	QUALIFIED Y/N
•		e the results clear in terms of how			<b>(</b> 3132322 573 <u>——</u>
		fically affirm achievement of goals?	YES	NO	QUALIFIED Y/NX
		e the results clear in terms of how ate need for improvement?	YES	NO	QUALIFIED Y/NX
	•	results tied to goals for student	YES	NO	QUALIFIED Y/N _X_

Comments:

As indicated in the report, "most of the information for the issue of completion was anecdotal." Faculty reported that they perceive a problem with thesis completion.

The interview results appeared to focus on outcomes assessed through the thesis, especially students' ability to carry out economic research and effectively present results (orally and in writing). A number of problems surfaced through the interviews, such as students coming late to the first steps of the thesis process and with no topic in mind and limited understanding of strategies for collecting data. Although these appear to be important results, it's unclear whether all students or a small sample were interviewed and whether the interviews were systematically analyzed. Furthermore, it would be very helpful to have the student perception data supported by some kind of more direct assessment — e.g., scores on completed theses that would verify whether the problems identified by the students are indeed the most problematic areas of the work products.

## 4. CLOSING THE LOOP

Were any action	ons taken on the basis of assessment			
results reporte	d?	YESX	_ NO	QUALIFIED Y/N
• I	f so, do curricular or other improvements/			
c	changes arising from assessment results			
d	lirectly address goals for student learning?	YES	NO	QUALIFIED Y/NX_

#### Comments:

In response to faculty and student perceptions that the thesis poses a problem for many students, the department now offers a thesis seminar class which is designed to teach students how to write a thesis in Economics. The class is also used to match students with advisors, addressing another complaint that students had reported via the interviews. Additional anecdotal evidence suggests that the results are positive in at least some respects (perhaps not in relation to writing skills). However, no verification has yet occurred.

#### **SUMMARY**

Areas for Improvement
No specific plan for assessment is in place.
Student learning goals are not well-articulated.
Assessment methods are not clearly described.
Assessment methods are not appropriately selected.
Assessment methods are not well-implemented.
X A single type of assessment methods predominates.
No results are reported.
Results are not clearly tied to closing the loop.
(Decision-making is not directly tied to evidence.)

## **OVERALL SUMMARY AND RECOMMENDATIONS:**

It appears that Economics faculty have primarily worked with anecdotal and perception data in recent years. While it's important to recognize the value of such information, it is also important to verify perceptions via analysis of student work products which can allow faculty to actually see and discuss – in concrete terms – the outcomes they have determined to be crucial for their students. In the case of a grad program, work products from "culminating events" such as theses, defenses, and comprehensive exams are typical products for such scoring. We strongly recommend incorporating this kind of direct assessment into regular departmental practice, so that it occurs routinely as faculty participate in defenses or read final versions of theses.

On the other hand, it's good to see that you have conducted the exit interviews and that they are clearly informing department conversations. It appears that this is a strategy that should be continued, perhaps with some kind of formalized process to ensure that interview results are systematically documented and analyzed – and thus have maximal credibility when used in departmental planning.

# MATERIALS REVIEWED

AnnualX AssesX Previous	al assessment report report ssment plan (as posted) ous assessment review please describe)		
Reviewer(s):	Name Department Phone Number e-mail	Academic Affairs_ 7-4684	_Kenneth Ruit _Basic Sciences _7-2570 u _kenneth.ruit@med.und.edu
Section 1:Y	Y Section 2:Q	Section 3:Q Sect	tion 4:Q
Coding Key:			
Y	Y = yes, this is done appropriately and well (bearing in mind the kind of program(s) reviewed and recognizing that assessment is a cyclical process, i.e., with additional kinds of data to be collected in other years)		
Q			
N	= no, it is unclear whether it was done at all, or it is not done in relationship to student learning		

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