

RHODE ISLAND OFFICE OF HIGHER EDUCATION PROGRAM ASSESSMENT FORM
Institution: University of Rhode Island

Program: ECONOMICS
Degree: B.A. - B.S.
Chair: GLEN RAMSAY
Academic Year Plan: 2007 / 2008

Student Learning Outcomes	Performance Criteria	Evidence of Intentional Commitment to Address and Assess Outcome(s) across the Program	Program-Level Assessment Method(s) and Timing
Upon completion of program, students are expected to (know and be able to do):	List specific attributes (knowledge, skills, behaviors, etc.) you expect students to exhibit that reveal achievement of specific outcome(s) assessed during this cycle.	Identify the collaborative means you used to ascertain that students have multiple and varied opportunities to learn a program-level outcome or outcomes, such as through curricular mapping, an audit or review of syllabi, or an inventory of teaching, learning and assessment practices.	Identify the direct and indirect methods you chose or will choose to gather evidence of students' attainment of the program-level outcomes.
1. Communicate basic economic theories, concepts, analytical methods, and policies effectively and correctly in writing and speaking	Understand theories from historical and theoretical perspectives along with their underlying foundations and be able to present these in both written and presentation form.	See curricular mapping	Papers and presentations illustrating these skills that are part of 300-400 level courses will be selected to provide samples of this skill. Faculty will evaluate these. JUNIOR/SENIOR
2. Describe the institutions in the US that shape economic public policy and the processes these institutions use to achieve their goals	Have understanding of economic institutions, their overall importance, and their interaction with economic policy and policy effectiveness.	See curricular mapping	Papers/presentations through 300 and 400 level courses dealing with institutions will be selected and evaluated. JUNIOR/SENIOR.
3. Explain the functions, characteristics, and evolution of alternative economic systems and assess the changing role of government	Be able to discuss and write about several different economic systems -- their basic elements, functioning, strengths and weaknesses.	See curricular mapping	Papers/presentations through 300 and 400 level courses dealing with institutions will be selected and evaluated. JUNIOR/SENIOR.
4. Use appropriate interpersonal skills to function effectively on teams	Students will be able to interact with other students in group assignments and all group-related activities.	See curricular mapping	Performance of students working in groups in courses where groups provide significant contributions will be evaluated by the instructor and other group members. SOPH/JUNIOR/SENIOR.
5. Demonstrate a good work ethic, self-discipline, positive attitude, professionalism, and an appreciation for the importance of life-long learning	Students will participate in class discussions in general, contribute significantly to the work of any group which they are part of, and work to see that other students in groups are able to effectively learn the informational and other work requirements of groups.	See curricular mapping	Class participation of students throughout the semester in classes, groups, and their meaningful interaction with other students (and instructors) in their classes. ALL LEVELS.
6. Recognize and appreciate the diversity of views that may reasonably exist about economic problems and identify the ideological positions in professional and popular press articles and in public policies and proposals	Understand the institutional and theoretical basis of economic theories and schools of thought, and the substantive differences among competing theories. Be able to use this perspective when analyzing articles and proposals concerning economic issues.	See curricular mapping	Papers/presentations/discussions in 200+ level courses will be used to evaluate this. This will be especially highlighted in ECN 305. ALL LEVELS.

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7. Identify, compile, interpret, and analyze quantitative data by expressing relationships between concepts through graphs, equations, and discursive English	Be able to gather and analyze data, both descriptively and statistically, and to present the results of this analysis in oral and written form.	See curricular mapping	Papers/assignments in ECN 376 evaluate these skills, as do assignments in ECN 306, and several other upper-level economics courses. JUNIOR/SENIOR.
8. Identify, assimilate, and integrate information from various sources in order to evaluate its reliability, accuracy, timeliness, and point of view or bias	Be able to locate relevant economic data, assess its past and present performance, and to view it relative to other variables for which there is an expected theoretical basis for a relationship. For non-data economic information, be able to critically evaluate both accuracy and philosophical perspective using economic tools provided throughout the curriculum.	See curricular mapping	Student papers/presentations from ECN 445 and sub-samples of work submitted in other 300 and 400-level courses will be reviewed to determine whether this skill set is displayed. ALL LEVELS.
9. Frame an economic question of some public significance and evaluate, integrate, and apply information from various sources to create a cohesive, persuasive answer.	Ability to define economic questions that have significance in terms of their ties to issues being currently debated or that have been important in the past. Once this has been done, students will read and analyze material from various sources to create a critical perspective concerning the questions raised that is both timely and systematic in terms of its breadth.	See curricular mapping	Student papers/presentations from several courses will be used to ascertain the ability of students to frame economic questions and arrive at meaningful responses to issues. Primarily work in ECN 306, 376, 445 will be used for this in the near term. JUNIOR/SENIOR.
10. Employ broad economic theory to provide an original analysis of current or historical events to analyze social problems, and evaluate alternative public policy choices	Ability to formulate and frame an economic question of interest using economic theory, analysis, and knowledge to critically analyze current or historical events within the context of the relevant social issues involved. Policy issues and alternatives will be identified and explored.	See curricular mapping	Currently evaluated intensively in ECN 445 using both a major paper and presentation. Papers/presentations from other upper-level economics courses will be selected and reviewed by a committee. JUNIOR/SENIOR.

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Expected Level of Achievement	Actual Level of Achievement	Analysis and Interpretation of Data	Actions	Timetable for Reassessment
Identify the level of norm-based or criteria-based performance you expect graduating students to achieve.	Identify students' actual level of achievement against the expected performance level.	Identify the recommendations that emerged from your interpretation of data (such as through aggregating and disaggregating data or triangulating multiple sources of data).	Describe the actions you have taken (or will take) with particular focus on improving teaching and learning.	Identify when you have reassessed or will reassess specific outcomes to ascertain the efficacy of actions you have taken or will take. If you have already reassessed, what did you find?
Communicate basic economic theories, concepts, analytical methods, and policies effectively and correctly in writing and speaking	In our capstone class, approximately 85% of students are able to perform this skill. In other classes, no quantitative assessment concerning overall percentages has been made.	Changes in the ability of our majors to perform this skill have been observed through time and discussed. More practice needs to be given in the initial courses taken after the principles level.	All courses have undertaken greater application orientations, especially upper-level classes. More emphasis is placed upon communications skills, especially writing and presentations.	Every semester in the capstone class. These skills are evaluated in individual classes each semester and the overall performances of different classes are discussed at the departmental level.
Frame an economic question of some public significance and evaluate, integrate, and apply information from various sources to create a cohesive, persuasive answer.	The capstone course requires all students, whether working alone or in groups, to exhibit mastery of this skill by the end of the course. Initially, approximately one-fourth of students have difficulty with this.	Expertise with this skill has changed through time, greatly assisted by the availability of Internet resources. Upper level courses need to fine tune this skill set and make sure that is effectively incorporated throughout the curriculum.	Course have come to place greater emphasis on framing questions and bringing information to bear on this. Continued refinement of the ability of students to exhibit this skill are being undertaken at all levels.	Every semester in the capstone class. These skills are evaluated in individual classes each semester and the overall performances of different classes are discussed at the departmental level.
Employ broad economic theory to provide an original analysis of current or historical events to analyze social problems, and evaluate alternative public policy choices	The capstone course requires all students, whether working alone or in groups, to exhibit mastery of this skill by the end of the course. Initially, approximately one-fourth of students have difficulty with this. Several other upper-level classes require this skill in papers and projects.	The capstone class requires this. The ability of students to exhibit this skill set has required greater practice in upper level classes to better prepare them for the capstone.	The other side of the previous skill, this is also being emphasized and practiced more at all levels. Refinement is continually applied.	Every semester in the capstone class. These skills are evaluated in various upper-level classes each semester and the overall performances of different classes are discussed at the departmental level.

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RUBRICS	EXCELLENT	ABOVE-AVERAGE	AVERAGE	BELOW AVERAGE
<p>Communicate basic economic theories, concepts, analytical methods, and policies effectively and correctly in writing and speaking. GOAL: 80% average or above.</p>	<p>Strong understanding of economic theory, very well versed in analytical methods, highly refined ability to outline clear and in-depth policy implications for theories being analyzed, highly effective in presenting economic information and policy in both written, spoken, and electronic form.</p>	<p>Good understanding of economic theory, fairly well versed in analytical methods, very good ability to outline clearly the policy implications for various theories being analyzed, and fairly effective in presenting economic information and policy in both written, spoken, and electronic form.</p>	<p>Basic understanding of economic theory, somewhat proficient in analytical methods, able to outline or arrive at some of the policy implications pertaining to theories being analyzed, and fairly effective in presenting economic information and policy in both written, spoken, and electronic form.</p>	<p>Weak or incomplete understanding of economic theory, problems understanding relevant analytical methods, difficulty arriving at policy implications or defining these with any significant amount of depth, some problems in effectiveness presenting the information in one or more forms.</p>
<p>Frame an economic question of some public significance and evaluate, integrate, and apply information from various sources to create a cohesive, persuasive answer. GOAL: 80% average or above.</p>	<p>Highly proficient in ability to use economic theory and analysis to define a meaningful and researchable question, clear understanding of economic theory and ability to apply it to answering the question, very capable in ability to find and apply information from a number of sources to arrive at a strong and well thought out answer to the question.</p>	<p>Proficient in ability to use economic theory and analysis to define a meaningful and researchable question, moderate to good understanding of economic theory and ability to apply it to answering the question, fairly capable in ability to find and apply information from a number of sources to arrive at a strong and well thought out answer to the question.</p>	<p>Moderately proficient in ability to use economic theory and analysis to define a meaningful and researchable question, average understanding of economic theory, some difficulty applying theory to answer the question, only somewhat capable in ability to find and apply information from a number of sources to arrive at a strong and well thought out answer to the question.</p>	<p>Difficulties and other problems using economic theory and analysis to define a meaningful and researchable question, problems with understanding of economic theory and applying theory to answer the question, difficulties finding and applying information from a number of sources to arrive at an answer to the question.</p>
<p>Employ broad economic theory to provide an original analysis of current or historical events to analyze social problems, and evaluate alternative public policy choices. GOAL: 80% average or above.</p>	<p>Very clear and well-defined understanding of broad economic theory and its applicability to current and historical problems, very capable in extending existing economic theory or findings to different contexts, very competent in defining and evaluating alternative policy choices for the altered context.</p>	<p>Clear understanding of broad economic theory and its applicability to current and historical problems, fairly capable in extending existing economic theory or findings to different contexts, able to define and evaluate meaningful alternative policy choices for the altered context.</p>	<p>Some understanding of broad economic theory and its applicability to current and historical problems, moderately capable in extending existing economic theory or findings to different contexts, able to define and evaluate meaningful alternative policy choices for the altered context with guidance.</p>	<p>Very little if any understanding of broad economic theory and its applicability to current and historical problems, problems extending existing economic theory or findings to different contexts, unable to define and evaluate meaningful alternative policy choices for the altered context without substantial guidance.</p>

Communicate Basic Economic Theories

Describe Institutions

Explain Alternative Economic Systems

Function Effectively on Teams

Develop Professionalism

Appreciate Diversity of Views

Express Relationships in a Variety of Ways

Integrate Information from Various Sources

Employ Broad Economic Theory

ECN 100	1X	1I	1I	1X	1X	1X	1X	1X	1X	1X
ECN 201	4I, 1X	5I	5I	1X	1X	3I, 1X	5I, 1X	3I, 1X	3I, 1X	3I, 1X
ECN 202	1I, 1X	1I	2I	1X	1X	1I, 1X	1I, 1X	1X	1X	1I, 1X
ECN 305										
ECN 306	1I			1I, 1R	1I, 1X	1I	1I, 1X	1I, 1X	1I	1I, 1X
ECN 310										
ECN 323					1I	1I	1R	1R	1R	1I
ECN 324										
ECN 327	1R	1I		1R	1I	1I	1I	1R	1R	1X
ECN 328	1R, 1X				1X	1X	2X	1X	1R, 1X	2X
ECN 334	1I	1I, 1R		1I	2I	2I	1I, 1R	1I, 1R	1I, 1R	1R
ECN 337										
ECN 338	1X	1X			1R	1X	1X	1X		
ECN 342	1I	1I				1I		1I		1I
ECN 344										
ECN 360										
ECN 363										
ECN 368	1X	1X		1X	1X	1X	1X	1X	1X	1X
ECN 375	1X				1X	1X	1X	1X	1X	1X
ECN 376	1X			1R	1R	1R	1I	1X	1X	1X
ECN 381	1X	1R	1R		1R	1X			1I	

ECN 385									
ECN 386	1I	1I			1I	1I	1I		1I
ECN 402									
ECN 415									
ECN 444									
ECN 445	1R		1R	1R	1R	1R	1X	1X	1X

I = Introduce outcome, R = reintroduce outcome, X = provide extensive practice
 Numbers denote how many sections in a class currently display the particular attribute.