

Assessment of Student Learning Plan (ASLP): Academic Programs

2018-19 Academic Year
University of Southern Maine

Reminder: All Department/Program Chairs will be responsible for completing an ASLP form by the end of this academic year for each academic program in your department. This campus-wide (annual) form is used to document the ongoing program assessment activities in each department/program. The form was designed to align with the NECHE (New England Commission of Higher Education) accreditation- assessment standards.

If you have questions about this form, or need assistance with your program assessment plans during this academic year, please contact Susan King, Director of Academic Assessment, 780-4681, susank@maine.edu. Please email this form by May 31, 2019.

A. College, Department, Date

College CAHS
Department Economics and Sociology
Date May 31, 2019

B. Contact Person for the Assessment Plan

Cheryl Laz

C. Degree Program

Economics

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

a. Do you have your student learning outcomes published on your department's website? No

i. If yes, please indicate the url: _____

ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

Student learning outcomes for Economics majors:

See Appendix A

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).
They were all addressed in ECO 101 and ECO 102.
- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes
- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

See Appendix A.

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

We administered a six-question Likert scale pre- and post-semester survey.

- b. Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the ___ course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

We administered the survey at the beginning and end of the semester. All of the SLOs were included in the questions, with some questions assessing more than one SLO. Data were captured to determine if, and to what degree SLOs were successfully met.

Step 3: Using the Assessment results to Improve Student Learning

- a. Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).

The department is developing this assessment tool with Spring 2019 being the first semester SLOs were assessed. Two sections of ECO 101 and one section of ECO 102 were assessed in order to gather preliminary data.

b. *What specific changes have been or will be made to improve student learning, as a result of using the program assessment results?*

Based on the results and ongoing discussion, this pilot program will be modified and then similar tools will be created for other course offerings.

c. *Date of most recent program review/self-study?*

E. Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

It is the intention of the program to develop these activities as we review data from the pilot program and discuss expanding assessment processes and tools.

F. Community Engagement Activities in your departmental curriculum:

a. *Does your department have a student learning outcome that is related to any community engagement activities? If so, please state the outcome.*

No

b. *Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.*

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	O
Student-Faculty Community Research Project	R	O
Internship, or a Field Experience	R	O
Independent Study (community-related project)	R	O
Capstone Course (community-related project)	R	O
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	R	O
Other activities:		

c. *Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.*

Entry-level courses: _____ Mid-level courses: _____ Upper-level courses: _____

Appendix A

Program Learning Outcome and Assessment Plan Undergraduate Program in Economics

I. STUDENT LEARNING OUTCOMES

Student learning outcomes for Economics majors:

1. **Critical Thinking Skills.** Students are expected to be able to apply economic analysis to everyday problems in real world situations, to understand current events and evaluate specific policy proposals and to evaluate the role played by assumptions in arguments that reach different conclusions to a specific economic or policy problem.
2. **Quantitative Reasoning Skills.** Students are expected to understand how to use empirical evidence to evaluate the validity of an economic argument, use statistical methodology, interpret statistical results and conduct appropriate statistical analysis of data.
3. **Problem-Solving Skills.** Students are expected to be able to solve problems that have clear solutions and to address problems that do not have clear answers and explain conditions under which these solutions may be correct.
4. **Specialized Knowledge and Application of Skills.** Students are expected to develop critical and quantitative thinking skills.
5. **Communication Skills.** Students are expected to be able to communicate effectively in written, oral and graphical form about specific issues and to formulate well-organized written arguments that state assumptions and hypotheses supported by evidence.

II. CURRICULUM MATRIX

Student Learning Outcomes (SLOs)

Courses	1	2	3	4	5
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Introductory Courses

100					
101*	I,P	I,P	I,P	I,P	I,P,D
102*	I,P,D	I,P,D	I,P,D	I,P	I,P

103*	I,P,D		I,P,D	I,P,D	I,P,D
104					
105					
106					
108					
120*	I,P,D	I,P,D	I,P,D	I,P,D	I,P,D

Upper Level Courses

220					
301*	D	D	D	D	D
302*	D	D	D	D	D
303*	D		D	D	D
305	D	D	D	D	D
310	D	D	D	D	D
312					
315					
316					
319					
321					
322					
323					
325					
326	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>
327	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>	<u>D</u>

328	D	D	D	D	D
330					
333	D	P	D	D	D
335	D		D	D	D
340					
350					
370					
380					
381					
399					
450					
490					

The following levels of practice/competency refer specifically to what is expected at the given level of instruction.

I = Introduced

P = Practiced

D = Demonstrated/Mastered