



Assessment of Student Learning Plan (ASLP)

2019-2020 Academic Year

Overview Information:

College CAHSS

Department Economics, Sociology, and Food Studies

Degree Program Economics

Contact Person for the Assessment Plan: Rachel Bouvier

Current Date: 6/16/2020

List the date of the most recent academic program review/self-study: N/A

Program Assessment Plan Information:

Do you have a Formal Program Assessment Plan? Yes No

If **YES**, please attach your Program Assessment Plan/Cycle, or indicate the link on your website: _____. Then, complete **Step 3** of this ASLP form (see **pages 4-5**) to describe how the assessment results were used for program improvement purposes.

If **NO**, your department/program does not have a Formal Assessment Plan (beyond this academic year), please complete all sections of this ASLP form.

*(Please see assessment website for an example/template of a 3-year assessment plan)

Mission Statement:

1. Provide your program's mission statement in the space below, or provide a link to the statement from your program's webpage.

We do not yet have a mission statement. We will work on one during the Fall of 2020.

2. Briefly describe the ways in which your program's mission statement is aligned with the USM mission.

See above.

Diversity, Equity, and Inclusion

If your program has diversity, equity, and inclusion related goals, or a diversity, equity, and inclusion statement; please provide a link to the statement and/or goals. Then, briefly describe any assessment activities related to your program statement/goals regarding diversity, equity, and inclusion.

See above.

Assessment of Student Learning: Program Assessment Steps

Step 1: Program-level Student Learning Outcomes (SLO's)

- a. Please provide the **URL** for your **program-level student learning outcomes** as published on your department's website:

<https://cms.usm.maine.edu/economics/student-resources>

- b. Please provide the **URL** of your **curriculum assessment map** showing when your student learning outcomes are assessed and in which courses:

We do not have our curriculum assessment map on our website. Please see Appendix A.

If your program's curriculum assessment map is **not** published, please complete the template (on page 6 of this document), and include it with your ASLP, or attach your own version.

See Appendix A.

- c. Please list the program learning outcomes which were assessed since the submission of your last ASLP (May 2019).

None. Although we had planned on conducting assessments in our Introductory courses in the fall, we were unable to do so. We are still assessing data from 2019.

Step 2: Assessment Methods Selected and Implemented /Summary of Results

- a. **Identify the assessment measures (evidence of student learning) that were used to determine whether students achieved the stated learning outcomes for the degree.** Please check all the measures used since the submission of your last ASLP (May 2019), on the chart below. Also indicate when you implemented the assessment activity.

2020 is the first year that we will have a stand-alone capstone course. We will implement assessments in that course.

<u>Check Assessment Methods Used this Academic Year</u>	<u>When Implemented</u>	
__ Artistic Exhibition/Types of Performance Summer	Fall	Spring
__ Class assignments/Exams/Papers (completed in course) Summer	Fall	Spring
__ Capstone Project (written project, non-thesis paper) Summer	Fall	Spring
__ Comprehensive or licensure exam (created by external org) Summer	Fall	Spring
__ Exit Exam (created by department or program) Summer	Fall	Spring
__ Exit Interview (individual or indiv self-reports of outcomes) Summer	Fall	Spring
__ Employer meetings/discussions on student outcomes Summer	Fall	Spring
__ Focus Groups (self-reports of outcome attainment) Summer	Fall	Spring

__ Internship/Fieldwork (evaluations of performance) Summer		Fall	Spring
__ Oral Performance/conference presentation Summer		Fall	Spring
__ Portfolio of student work Summer	Fall	Spring	Summer
__ Reflection Essays (self-report of outcome achievement) Summer		Fall	Spring
__ Research Papers (used for course & program assessment) Summer		Fall	Spring
__ Supervisor/Employer Evaluation (performance outside of class) Summer	Fall		Spring
__ Student Survey information (student self-reports on outcomes) Summer	Fall		Spring
__ Thesis/Dissertation (used for course & program assessment) Summer	Fall		Spring
__ Other: please explain			

b. **Briefly describe the implementation process** (i.e. where were students assessed, what courses, what class levels, or any other specific details, etc).

N/A

c. **Provide a brief summary (numerical or narrative) of your assessment results** (e.g., . an illustration of the rubric-based scores, percentage of those who met the learning outcome you assessed, number of students assessed and findings, copies of instruments or rubrics used, etc.)

NA

d. **Provide a brief summary of what your program learned or concluded from the evidence you collected** (e.g., did your program meet the expected goal or benchmark, does the new knowledge raise additional questions, do you need to

collect additional types of data, did you get insights about the assessment procedures or about teaching and learning in your program?, etc.)

N/A

Step 3: Using the Assessment results to Improve Student Learning

a. Who interpreted or analyzed the results that were collected this past year? (check all that apply)

- Program instructors/faculty
- Faculty committee
- Ad hoc faculty group
- Dept Chair/Program Director/Dean
- Faculty advisor
- Students (assistants, interns)
- Other: please explain

N/A. In AY '20-21, the faculty will evaluate the results, most likely by rubric.

b. How did they evaluate, analyze, or interpret those results? (check all that apply)

- Used a rubric or scoring guide(s) for an assignment, paper, etc.
- Scored exams/tests/quizzes
- Used professional judgments (no rubric or scoring guide)
- Compiled or reviewed survey results
- Reviewed qualitative methods (interviews, focus groups, open-ended responses)
- External organization scored/analyzed data (licensure, comp exams)
- Other: please explain

c. Indicate how the program will use (or has used) the results (check all that apply):

- Assessment procedure change (student outcomes, curriculum map, rubric, evidence collected, sampling procedure, communications with faculty, etc.)
- Course changes (course content, courses offered, new course, pre-requisites, course requirements, etc.)

No assessment activities: If your program did not engage in any assessment activities this past academic year, please explain, and please indicate what assistance you need.

Our program has gone through several seismic changes in the past few years:

- 1. The program lost half of its faculty during the retrenchments of 2014, then was merged with Criminology and Sociology (Criminology has since left to become its own department again.)**
- 2. Two of our retrenched faculty since returned.**
- 3. In 2019, we voted to remain a department with Sociology and Food Studies, but to have a separate chair.**
- 4. The current chair, Rachel Bouvier, was voted chair in 2019-2020, and not only has never been chair previously, but was not a full-time member of the University from 2014 to 2019.**
- 5. The program conducted a successful search for a new tenure-track faculty member in the Fall of 2019, with over 200 applicants.**
- 6. As you are aware, COVID-19 disrupted activities during the Spring of 2020.**

Needless to say, 2019-2020 was a rather tumultuous year. We expect to get back on track this fall. We will begin work on a three year assessment plan in the Fall and expect to have it completed by Spring of 2021.

Appendix A: Student Learning Outcomes and Curriculum Map

Student Learning Outcomes (SLOs)

A degree in Economics will provide students with:

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.

Introductory Courses

Learning Outcome	1 (critical thinking)	2 (quant. reasoning)	3 (problem solving)	4 (spec. knowledge, application)	5 (communication)
I = Introduced, P = Practiced D = Demonstrated/Mastered					
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
120*	I,P,D	I,P,D	I,P,D	I,P,D	I,P,D

Upper Level Courses

Learning Outcome	1 (critical thinking)	2 (quant. reasoning)	3 (problem solving)	4 (spec. knowledge, application)	5 (communication)
I = Introduced, P = Practiced D = Demonstrated/Mastered					
220	D			D	D
301*	D	D	D	D	D
302*	D	D	D	D	D
303*	D		D	D	D
304					
305	D	D	D	D	D
310	D	D	D	D	D
312					
315					
316					
319					
321	D			D	D
323	D			D	D
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
333	D	P	D	D	D
335	D		D	D	D
400	D		D	D	D

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