

ASSESSMENT PLAN-2015-16 FALL 2016

Department/Program: Department of Economics/International Economics and Finance (IEF) Program

Student Learning Objectives (SLO) for IEF Master's Students

- **Student Learning Objective (SLO) #1:** Students will master microeconomic theory, macroeconomic theory, and international economic theory (e.g., marginal analysis, business cycle theory, trade theory, and exchange rate theory).
- **Student Learning Objective (SLO) #2:** Students will master the techniques and tools of applied economic analysis and econometrics (e.g., multiple regression analysis, time series analysis, and statistical software programs such as SAS and R).
- **Student Learning Objective (SLO) #3:** Students will master the principles of financial management and investment analysis (e.g., financial statement analysis, capital budgeting, risk assessment, and investment evaluation).
- **Student Learning Objective (SLO) #4:** Students will discover the moral and ideological aspects of economic theory and learn how those features influence the formation of economic policies.
- **Student Learning Objective (SLO) #5:** Students will learn to communicate economic information and structure economic arguments in both written and oral form by writing research papers and giving oral presentations.

Outcome Measure	SLO's	Description of Departmental Use of Data
Pre-quizzes and post-quizzes administered in ECON 621, ECON 625, and ECON 627.	1 and 2	A 50% increase on the post-quiz mean is the benchmark when the pre-quiz mean is less than or equal to 8/20 correct answers. A 25% increase in the post-quiz mean is the benchmark when the pre-quiz mean is greater than 8/20 correct answers. This two-tiered benchmark implies that the degree of improvement must be larger when the pre-quiz mean score is lower.
Assessment of student papers/presentations using rubric and scoring sheet in ECON 601, 602, 622, and 626	1-5	Instructors will assign scores of 2, 1, or 0 to each paper or presentation in each course for each SLO. 2 indicates that the SLO is completely achieved, 1 indicates that the SLO is partly achieved, and 0 indicates that the SLO is not achieved. We will then check to see whether our benchmark was met for each SLO. That is, at least 75% of the courses during the academic year must demonstrate achievement of each SLO.

1. **Results**—Review activities and findings by completing the Assessment Activities Table below. You can also provide a brief discussion afterward if you feel it would help the committee understand your assessment activities and findings during this cycle.

Assessment Activities Table

This year we assessed SLO(s)... (list each SLO in its own row)	...using Outcome Measure(s) (OMs). (See Report Instructions for description and example) Direct OM(s): Indirect OM(s):	Findings: program-performance for these SLOs, as indicated by these OMs, is: Excellent/Satisfactory/Needs Improvement (See Report Instructions for description and example)	Strategies for Improvement (in selected areas): (See Report Instructions for description and example)
SLO #1	Pre-quiz and post-quiz results; writing/presentation scores		
SLO #2	Pre-quiz and post-quiz results; writing/presentation scores		
SLO #3	Writing/presentation scores		
SLO #4	Writing/presentation scores		
SLO #5	Writing/presentation scores		

Discussion (Optional):

2. What **revisions**, if any, to current SLOs and/or outcome measures did you make from previous plan?
3. **Plans**- What learning objectives will you be assessing in the next cycle?