





Table I. Curriculum Outcomes Assessment Matrix

<b>Course Number and Title</b>	<b>Outcome 1</b> Display a familiarity with the basic economic concepts and theories necessary to understand the functioning of the US. and Global Economies.	<b>Outcome 2</b> Demonstrate a familiarity with qualitative and quantitative analysis in explaining the economic theories that underlie social and economic problems.	<b>Outcome 3</b> Articulate and distinguish among economic paradigms.	<b>Outcome 4</b> Demonstrate knowledge of competing economic theories and models in both historical and contemporary settings.
ECN 2950	Written Exam			
ECN 3050				Research Paper
ECN 3150		Project	Oral Presentation	
Capstone Project	Capstone Project ó Concepts and Theories portion	Capstone Project ó Analysis portion	Capstone Project ó Economic Paradigms portion	Capstone Project ó Economic Models portion

b) Completion of the Assessment Plan using information taken from the curriculum outcomes assessment matrix will look similar to the following:

Student Learning Outcome #1: Please enter student learning outcome #1 for your program, department, or unit.

Outcome 1 Display a familiarity with the basic economic concepts and theories necessary to understand the functioning of the US. and Global Economies.

Measures for Student Learning Outcome #1: Describe how student learning outcome #1 will be measured.

Students in ECN 2950 are assessed on their knowledge of basic economic concepts and theories using a written exam, with the expectation of at least a score of 70%.

Student Learning Outcome #2: Please enter student learning outcome #2 for your program, department, or unit.

Demonstrate a familiarity with qualitative and quantitative analysis in explaining the economic theories that underlie social and economic problems.

Measures for Student Learning Outcome #2: Describe how student learning outcome #2 will be measured. What is the desired level of success?

All Economic students are assessed using a capstone project that is graded by faculty using a standardized department rubric. The benchmark for success is to have all students earn a rubric equivalent score of at least a B on the analysis portion of the project.



**2) Annual Assessment Report** ó Completion of the Annual Assessment Report is part of the continuous program improvement process. Data collected in these forms should be used to improve student learning (HLC Criteria 4.B, 1-3). Department faculty should meet to discuss assessment results and plans for improvement. Typical changes in response to assessment results include revisions to the curriculum, course sequencing, modifications in pedagogy, or adjustments to evaluation methods (e.g. projects, reports, exams, oral presentations, performances, rubrics, observation checklists). See sample responses below.

**Assessment Overview:** Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

The BA Economics program has four student learning outcomes and assesses all outcomes each year. Students are assessed using direct measures from embedded assignments such as exams, quizzes, and the capstone project.

**Student Learning Outcomes:** Which student learning outcome(s) are being reported on in this report?

SLO 1: Display a familiarity with the basic economic concepts and theories necessary to understand the functioning of the US. and Global Economies. SLO 2: Demonstrate a familiarity with qualitative and quantitative analysis in explaining the economic theories that underlie social and economic problems. SLO 3: Articulate and distinguish among economic paradigms. SLO #4 Demonstrate knowledge of competing economic theories and models in both historical and contemporary settings.

**Assessment Cycle:** (select the academic year for which you are reporting results)