

**CHICO STATE UNIVERSITY**  
**ASSESSMENT SUMMARY UPDATE**

**PROGRAM: BA in Economics**

Year of review	Student Learning Outcome	Describe assessment activity done this year for this SLO	Findings	Based on the results or evidence, what action was taken regarding program improvements?
2016-17	SLO #1: Apply the scientific process to economic phenomena:	Course-embedded research assignment was used to assess SLO #1. Students enrolled in ECON 495 in F 16 were required to formulate a specific economic question, gather information, identify data, and integrate analytical skills and topical knowledge from a variety of courses they had taken as part of their program in Economics.	Percentage of students receiving: - A – 37.5% - B – 25.0% - C – 25.0% - D – 0.0% - F – 12.5%	None at this time.
	SLO #3: Apply mainstream macroeconomic theory to explain and predict events in the aggregate economy.	A 30-question standardized exam developed by the National Council on Economic Education: the Test of Understanding In College Economics (TUCE-4 Macro) was used to assess this SLO. The results were tabulated and were subsequently examined. First, comparisons were made with the TUCE-4 Macro national mean score—interpreted as a C grade—on this exam. Also, question by question comparison and analysis of the student understanding of the six relevant topic areas were conducted.	81% of students in ECON 495 and 499H scored higher than the national average of 50% on the TCUE-4 Macro*. Our students overperformed the national average in 27 out of 30 (90%) TUCE-4 Macro questions. ECON 495 and ECON 499H students also overperformed the national average in 14 out of 15 cognitive content categories.	The department has made a variety of curricular and other changes to increase our course offerings as well as improve alignment between our courses. We are currently assessing the degree of heterogeneity in course topics and coverage within ECON 102 and 303. If a great deal of heterogeneity is found, then the department will discuss the possibility of developing a common core across all sections of ECON 102 and 302.
	SLO #6: Communicate economic ideas in diverse collaboration.	Of the 25 student papers submitted in S17 ECON 495 and ECON 499H courses, 18 randomly selected papers (72%) were independently assessed by four ECON faculty members using the writing rubric approved by the BSS. All four assessors assigned numeric scores of 1 to 4.	78% of students in ECON 495 and ECON 499H received an average score above 2.0 in each of the four assessed categories. The undergraduate benchmark of at least 70% for each assessed category was met in only two of the four categories when the frequencies for the entire sample was considered.	We are currently in the process of making one of our 300-level required courses writing intensive.

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2015-16	SLO 2: Be able to apply mainstream macroeconomic theory to explain and predict events in the aggregate economy, including roles played by fiscal and monetary policies. Be able to identify economic issues and problems, gather data needed to evaluate them, and analyze the data to gain insights into economic behavior and formulate possible solutions	To assess student knowledge of macroeconomic theory and economic policy, a 30-question exam developed by the National Council on Economic Education: the Test of Understanding In College Economics (TUCE-4), a national organization in the United States focused on economic and financial education, was used. . The results were tabulated and were subsequently examined. First, comparisons were made with the macro TUCE-4 national mean score—interpreted as a C grade—on this exam. Second, question by question comparison and analysis of the student understanding of the six relevant topic areas were conducted.	84.2% of ECON 495 and ECON 499H students taking the macro TUCE-4 scored higher than the national average.* Our students overperformed the national average on 26 out of 30 (about 86.7 percent) macro TUCE-4 questions.	The department will assess to what degree heterogeneity in course topics and coverage exists within ECON 102 and 303. If a great deal of heterogeneity does exist then the department will discuss the possibility of developing a common core across all sections of ECON 102 and 302.
	SLO 3: Acquire and develop an in-depth understanding of several specialized areas in economics, thereby learning how to apply microeconomic and macroeconomic theory to specific policy issues.	Percentage of correct answers on multiple-choice questions developed by the National Council on Economic Education covering the three cognitive categories for each content area	ECON 495 and Econ 499H students have demonstrated excellent recognition and understanding skills in 4 out of 5 tested topic areas (75–87 percent correct), effective explicit application skills in 4 out of 6 tested topic areas (61–80.7 percent correct), and good implicit application skills in all of the four tested topic areas (50–63 percent correct).	Faculty members teaching macro courses should consider more in-depth coverage of topics on the explicit application of policy debates (e.g., policy lags and limitations, rules vs. discretionary policy, etc.)
	SLO 4: Be able to communicate with written and spoken word in the discipline of economics	Research and writing assignments in ECON 495 during both the Fall 2014 and Spring 2015 semesters, were used to assess SLO 4. Students enrolled in ECON 495 during both the Fall 2015 and Spring 2016 semesters were required to undertake a research and writing project which: a) demonstrates research and writing skills appropriately developed for an undergraduate degree in economics, and b) shows students' ability to integrate analytical skills and topical knowledge from a variety of courses they have taken as part of their program in Economics.	Percentage of students receiving: <ul style="list-style-type: none"> <li>- A – 28.6%</li> <li>- B – 47.6%</li> <li>- C – 16.7%</li> <li>- D – 0.0%</li> <li>- F – 7.1%</li> </ul>	None at this time

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2014-15	1. 1. Be able to apply the market model to explain and predict price changes and economic behavior in individual markets and apply microeconomic theory to specific policy issues.	To assess student knowledge of macroeconomic theory, a 30-question exam was developed by the Council For Economic Education: the Test of Understanding In College Economics Microeconomics, a national organization in the United States focused on economic and financial education, was used. The exam contained questions germane to seven relevant topic areas. The seven areas are: opportunity cost, supply and demand, taxation, market failure, consumer decision-making, firm decision-making, and market structure.	79% of students scored higher than the national average.	The department will assess to what degree heterogeneity in course topics and coverage exists within ECON 103 and 301. If a great deal of heterogeneity does exist then the department will discuss the possibility of developing a common core across all sections of ECON 103 and 301
	4. Be able to communicate with written and spoken word in the discipline of economics.	Research and writing assignments in ECON 495 during both the Fall 2014 and Spring 2015 semesters, were used to assess SLO 4. Students undertook a research and writing project which: a) demonstrated research and writing skills appropriately developed for an undergraduate degree in economics, and b) showed students' ability to integrate analytical skills and topical knowledge from a variety of courses they have taken as part of your program in Economics.	100% of students in earned an overall grade of a C or better on the written paper and oral presentation	None at this time.
2013-14	SLO 2: Be able to apply mainstream macroeconomic theory to explain and predict events in the aggregate economy, including roles played by fiscal and monetary policies.	Multiple Choice Exam was administered to students enrolled in ECON 495 during both the Fall 2013 and Spring 2014 semesters,	11% of students exceeded the minimum standard of 70%	The department will assess to what degree heterogeneity in course topics and coverage exists within ECON 102 and 302. If a great deal of heterogeneity does exist then the department will discuss the possibility of developing a common core across all sections of ECON 102 and 302
	SLO 6: Be able to communicate with written and spoken word in the discipline of economics	Research Paper and Oral Presentation was required of all students enrolled in ECON 495 during both the Fall 2013 and Spring 2014 semester.	96% of the students assessed in AY13/14 earned a C or better for their research papers and oral presentations.	No action was taken at this time.

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2012-13	SLO 1: Be able to apply the market model to explain and predict price changes and economic behavior in individual markets.	Multiple Choice Exam was administered to students enrolled in ECON 495 during both the Fall 2012 and Spring 2013 semesters,	Over 75% of students exceeded the minimum standard of 70%	No action was taken at this time.
	SLO 6: Be able to communicate with written and spoken word in the discipline of economics	Research Paper and Oral Presentation was required of all students enrolled in ECON 495 during both the Fall 2012 and Spring 2013 semester.	92% of the students assessed in AY12/13 earned a C or better for their research papers. 100% of the students earned a C or better on the oral presentations.	No action was taken at this time.

\*The national average for the macro TUCE-4 was about 47 percent. However, according to the National Council on Economic Education, to provide appropriate levels of item discrimination and test reliability for research purposes, using overall average of around 50 percent is desirable. Therefore, for the purpose of this report, 50 percent has been used.