



College of Arts and Sciences
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August 12, 2005

TO: Michael Oldfather
Lloyd Thomas, Head
Department of Economics

FROM: College Assessment Review Committee (CARC)

RE: Assessment Plan

The College Assessment Review Committee has examined your revised undergraduate assessment plan and it has been approved.

Comments:

- The original CARC response was not attached.
- It seems that the first two SLOs would include content on human diversity, e.g. the way these various economic factors are experienced differently by various race/ethnic and SES groups in the U.S. The department may want to incorporate those into their plan.

Please note that each department will be responsible for filing a progress report which will be due March 1, 2006 in the Dean's Office. As has been true throughout this process, the members of CARC (Stephen W. Kiefer [on sabbatical for fall semester], Psychology; Kathleen King, Art; Cia Verschelden, Office of Assessment; Anne Phillips, English; and Kelly Liu, Geology) are willing to consult with your program on the assessment process.

If you have any questions, feel free to contact me.

For the Committee,

Stephen W. Kiefer, Ph.D.
Professor and Head, Department of Psychology

Dean Stephen E. White, College of Arts and Sciences

cc: Cia Verschelden, Office of Assessment

B.A./B.S.
Department of Economics
Assessment of Student Learning Plan
Kansas State University

- Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email (apr@ksu.edu) or attach a hard copy to this document.

A. College, Department, and Date

College: Arts & Sciences
Department: Economics
Date: November 1, 2004

B. Contact Person(s) for the Assessment Plans

Lloyd Thomas, Department Head
Michael Oldfather, Director of Undergraduate Studies

C. Degree Program

B.A./B.S. in Economics

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

- Students will demonstrate their mastery of "competitive markets as a means to efficient allocation and how the presence of externalities, market power, and imperfect information impede this process".
- Students will demonstrate their mastery of "government's involvement in the economy through taxes, transfer payments, provision of services, regulation, etc."
- Students will demonstrate their ability to write coherent, well-organized essays in answer to questions that emphasize the two SLOs listed above.

Special rationale for selecting these learning outcomes (optional):

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Undergraduate Programs)					Program SLO is conceptually different from university SLOs
	Knowledge	Critical Thinking	Communication	Diversity	Academic / Professional Integrity	
1. Mastery of "competitive markets as a means to efficient allocation and how the presence of externalities, market power, and imperfect information impede this process"	✓	✓	✓			
2. Mastery of "government's involvement in the economy through taxes, transfer payments, provision of services, regulation, etc."	✓	✓	✓			
3. Ability to write coherent, well-organized essays in answer to questions that emphasize the two SLOs listed above.		✓	✓			

2. How will the learning outcomes be assessed? What groups will be included in the assessment?

Students will write essays on the knowledge-related SLOs listed above as a part of a comprehensive examination taken during the semester in ECON 580, Senior Seminar in Economics. The examinations will be graded by the course's instructor and two other faculty members of the department and reviewed thoroughly with the students. The assessment tools are direct measures of both understanding and ability to communicate that understanding.

3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?

The assessment of all three SLOs will occur in the fall semester in each of the three years of the plan. Early in the semester following the assessment, the results will be shared with faculty members involved in undergraduate instruction.

4. What is the unit's process for using assessment results to improve student learning?

Instructors will be encouraged to address obvious student deficiencies in their classes. Students will be asked to indicate the kinds of experiences in foundation courses and in the seminar which would improve their performance on the examination.

DATE: July 6, 2005

TO: Stephen W. Kiefer, Chair, Arts & Sciences CARC

FROM: Department of Economics Assessment Committee
Professors Michael Oldfather, Dong Li, and Tracy Turner

RE: Revisions to Assessment Plan for the B.S./B.A. Program in Economics

Here are our responses to your committee's review of our assessment plans and recommendations for future reports to CARC:

1. You asked for a matrix matching SLOs and courses in which instructors teaching students majoring in economics would address each objective; the matrix is attached.
2. Throughout our curriculum, "government" refers to ALL levels of government – federal, state, and local; it is synonymous with "the public sector."
3. The senior seminar is required of all majors, most of whom take it in the fall semester of the year they graduate.
4. All evaluators will use as consistent set of criteria to assess student performance.
5. Our initial submission indicated which core courses' instructors will have responsibility for addressing each SLO. If students are not performing up to expectations on any SLOs, that information will be communicated to instructors in the relevant course(s) together with suggestions for designing efforts to improve their students' performance.
6. Our intention is to conduct this assessment towards the end of the senior seminar, at which point all students will have completed the five core courses.
7. Given the timing of CARC's requests and the fact that the senior seminar is offered only in the fall semester, we expected to begin our assessment process in the fall of 2005. Since this puts us somewhat behind schedule, we will increase the number of SLOs to be added each of the next two years to the assessment process.

Attachments:

- a. Copy of the November 1, 2004 3-year plan for assessing SLOs for undergraduate degrees in economics.
- b. Copy of January 24, 2005 memorandum from CARC reviewing the 3-year plan.
- c. Matrix matching SLOs and courses where they are addressed.