

## Cover Sheet for Assessment Plans

Directions: Please complete a separate cover sheet for each degree program (e.g., Associates – Doctorate). Feel free to make copies of this sheet if needed. Those graduate programs with an integrated master's and doctoral program may submit one cover sheet. The department head and respective dean are to sign before the plans are submitted to the Provost.

Department / Unit: Economics

Title and Level of Academic Program: Economics, M.A. and Ph.D.

When submitting an Assessment Plan, please check and indicate when the faculty endorsed the plan.

Faculty have met, reviewed, and endorsed the Assessment Plans being submitted for this degree program.

Date of Endorsement:

10/28/2004

Lloyd B. Thomas

Department Head's Signature

Aug. 19, 2005

Date

College Dean's Signature  
(Required for Undergraduate Programs)

Date

DW Trump

Dean of the Graduate School's Signature  
(Required for Graduate Degree Programs)

8/29/05

Date

**November 1, 2004:** Assessment plans are to be sent to the respective Dean  
**November 29, 2004:** Relevant materials are to be sent from the Deans to the Provost

**Masters of Arts  
Department of Economics  
Assessment of Student Learning Plan  
Kansas State University**

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

**A. College, Department, and Date**

College: Arts and Sciences  
Department: Economics  
Date: 10/25/04

**B. Contact Person(s) for the Assessment Plans**

Professor Michael Oldfather, Department of Economics.  
Professor Lloyd Thomas, Head, Department of Economics.

**C. Degree Program**

Masters of Arts in Economics.

**D. Assessment of Student Learning Three-Year Plan**

**1. Student Learning Outcomes**

Of the eleven student learning outcomes adopted by the economics department, master's students in economics will acquire knowledge in the following three areas and demonstrate their knowledge and understanding of:

- Marginalist approach and justification of the use of mathematical models to describe consumer and firm behavior.
- Impact of changing market conditions on consumer and producer behavior.
- Fundamental differences of the major schools of macroeconomic thought.

Special rationale for selecting these learning outcomes (optional):

None.

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Explain the Marginalist approach and the justification for the use of mathematical models to describe consumer and firm behavior.	X			
2. Analyze the impact of changing market conditions on consumer and producer behavior.	X	X		
3. Explain the fundamental differences of the major schools of macroeconomic thought.	X			

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

- the Marginalist approach and the justification of the use of mathematical models to describe consumer and firm behavior.
  - Learning outcome will be assessed by written examination in the microeconomic theory course, ECON 720, that is taken by all master's students in economics. Data will be collected on student performance over a three-year period to establish a baseline score for this learning outcome.
- the impact of changing market conditions on consumer and producer behavior.
  - Learning outcome will be assessed by written examination in the microeconomic theory course, ECON 720, that is taken by all master's students in economics. Data will be collected on student performance over a three-year period to establish a baseline score for this learning outcome.
- the fundamental differences of the major schools of macroeconomic thought.
  - Learning outcome will be assessed by written examination in the macroeconomic theory course, ECON 805, that is taken by all master's students in economics. Data will be collected on student performance over a three-year period to establish a baseline score for this learning outcome.

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

<b>Learning Outcomes</b>	<b>Timetable for Assessment of Learning Outcomes</b>			<b>Baseline</b>
	<b>2005</b>	<b>2006</b>	<b>2007</b>	
1. Explain the Marginalist approach and the justification for the use of mathematical models to describe consumer and firm behavior.	Fall ECON 720 course	Fall ECON 720 course	Fall ECON 720 course	three-year baseline created
2. Analyze the impact of changing market conditions on consumer and producer behavior.	Fall ECON 720 course	Fall ECON 720 course	Fall ECON 720 course	three-year baseline created
3. Explain the fundamental differences of the major schools of macroeconomic thought.	Spring ECON 805 course	Spring ECON 805 course	Spring ECON 805 course	three-year baseline created

We will begin data collection with the 2005 incoming class of master's students. Due to typically low enrollment numbers of economics M.A. students, data will be collected for three years to establish a baseline performance against which future data will be compared. The Director of Graduate Studies will be responsible for (i) reviewing the data in light of the baseline numbers; and (ii) presenting the results to the faculty, who will determine and implement any needed curriculum adjustments. The baseline numbers will be evaluated based on the baseline values and changes in the scores over time, relative to the baseline values.

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

Faculty will discuss the results and changes that may be needed if weaknesses are found. Improvements may occur in the core courses, ECON 720 and ECON 805, depending on the findings of the assessment.

**Department:** Economics                      **Evaluative Rubric for Degree Program Assessment Plans**

**Degree Program Title:** MA and PhD Economics

Action Decided by the College Assessment Review Committee (CARC):

Date of Decision: 8-16-2005

Decision (check one):

- Revision Needed (*see first feedback section below*)  
 Assessment Plans Approved

Feedback on immediate actions that are needed before approval:

Recommendations and feedback for the future (e.g., reporting assessment activities and results):

The program appears to have addressed or clarified questions raised by the committee.