

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. Hornum

Department Head's Signature

Aug. 19, 2005

Date

College Dean's Signature
(Required for Undergraduate Programs)

Date

DW Drayton

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

Ph.D.
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: October 28, 2004

B. Contact Person(s) for the Assessment Plans

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

C. Degree Program

Ph.D. in Economics

D. Assessment of Student Learning Three-Year Plan

1. Student Learning Outcomes

Of the fourteen SLOs listed in the document approved by faculty in December 2003, our department will focus on the following four learning outcomes in our three-year assessment plan.

Students will be able to demonstrate

- their ability to describe economic phenomena and generate predictions using economic models
- their understanding of relevant economic theory
- their communication skills by presenting their results to others and answering questions
- ownership of learning by reading newly available academic material and conducting economic research

Special rationale for selecting these learning outcomes (optional):

None

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

Program SLOs	University-wide SLOs (<u>Graduate Programs</u>)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. Ability to describe economic phenomena and generate predictions using mathematical models	X			
2. Understanding of relevant economic theory	X			
3. Communication skills by presenting their results to others and answering questions		X		
4. Ownership of learning by reading newly available academic material and conducting economic research			X	

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

Learning Outcomes	Measures			Who will be assessed?
	Direct	Indirect	Not sure	
All four SLOs	Proposal defense and dissertation defense. Committee members directly evaluate the student's performance on the seven criteria based on the four SLOs. See the attached questionnaire.			All Ph.D. students

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

All Ph.D. students will be assessed twice by their dissertation committee members: once at the time of the proposal defense and once at the dissertation defense. All the outcomes will be assessed using the Ph.D. Student Learning Outcomes Assessment Questionnaire (attached, and subject to further revision) filled out by the committee members. The 3-year baseline data will be collected from 2005 to 2007 and available in 2008. The results will be discussed annually at a graduate faculty meeting and will be used to improve student learning.

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

Because the number of students who defend their proposals and dissertations is moderate, student assessment will be collected over a period of three years to create a baseline data. Faculty will discuss the results at graduate faculty meetings annually. Necessary changes will be proposed if significant weaknesses are discovered. Future assessments will be compared to the baseline to monitor improvement and stability in students' performance. Because the same student will be assessed twice by the same committee members, this assessment process should be able to closely track changes in student outcomes. It should also be recognized that strong students who progress well by the time they defend their proposals may score high on both assessments and thus do not show significant improvement over time. In this case the small or little "improvement" in the numerical scores should not be interpreted as no improvement in student learning.

Ph.D. Student Learning Outcomes Assessment Questionnaire

Student Name _____

Date _____

Proposal defense Dissertation defense

	5 Strongly Agree	4 Agree	3 Uncertain	2 Disagree	1 Strongly Disagree	Not Applicable
The student is able to describe economic phenomena using economic models.						
The student is able to generate predictions using economic models.						
The student has a good understanding of relevant economic theory.						
The student is able to present his/her ideas clearly.						
The student is able to answer questions effectively.						
The student has a good understanding of the recent advances in his/her field.						
The work is suitable for submission for publication upon revision.						

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.