

College of Arts and Sciences (CAS) 2016 - 2017 Yearly Assessment Report

If you would like to preview this form before you begin submitting, please follow this link:
https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf

NOTES:

- *2016-2017 Yearly Assessment Reports* for all CAS Majors, Minors, Graduate Programs, and Non-Degree Seeking Programs are due by 10/28/17; early submissions are welcome.
- Reports, including Curriculum Map(s) should be submitted to the Program Assistant; he/she will upload documents to Gnosis.
 - Undergraduate programs (majors and minors) must include two curricular maps – one showing how courses map onto Program Learning Outcomes (PLOs) and one showing how PLOs map onto Institutional Learning Outcomes (ILOs).
 - Graduate programs must include one curricular map showing how courses map onto PLOs.
 - Non-degree seeking programs must include one curricular map showing how PLOs map onto ILOs.
- This form **cannot be saved** once it is in-progress. If you close out of the form before submission, responses will be **discarded**. Please ensure you are ready to fill out the full form once you begin, and/or keep a backup copy of your responses.
- If you encounter any issues while utilizing this form, please contact Corie Schwabenland Garcia, Academic Data and Assessment Analyst, at x4285 or ceschwabenland@usfca.edu

Identifying Information 

Name of Program *

Economics

Type of Program *

Major

College of Arts and Sciences Division *

Social Sciences

Name/Title/E-mail Address of Submitter *

Elizabeth Katz, Department Chair, egkatz@usfca.edu

Name(s)/E-mail Address(es) of Additional Individual(s) Who Should Receive Feedback

same as above

Submissions via the following Google form are strongly encouraged. However, if your department/program wishes to upload its assessment report in lieu of completing this form, you can do so here. Would you like to upload a PDF version of your Yearly Assessment Report?

Yes

No

Yearly Assessment Report PDF Upload

If you wish to submit a separate PDF report, please be sure to include all the components listed in this google form (screen shots of the google form are available at

https://myusf.usfca.edu/sites/default/files/2017_Yearly_Assessment_Report_preview.pdf)

Please upload your program's curriculum maps here (all file types allowed) *

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Mission Statement

Please type and/or copy-and-paste directly into the space below:

*

Founded in 1855, the University of San Francisco has declared its commitment to the highest standards of learning in the American, Catholic, Jesuit tradition. Central to its mission of preparing leaders in service, the University seeks to offer quality education. It fosters close student-teacher relationships with a special concern for the holistic development of the student - intellectual, spiritual, moral, social, psychological, and physical. The University seeks to promote high standards of academic excellence to prepare leaders with not only the character that seeks to affect positive change, especially for the most needy, but the academic training necessary for recognizing and implementing effective action and policy.

Economics has developed a rigorous set of analytical and empirical tools for understanding human behavior as it plays out in everyday life, business, politics, and international issues. Our discipline has devoted itself to understanding how to better use society's scarce resources, how technology and markets have improved our standard of living, why unemployment, inequality, and poverty can exist in the midst of plenty, and many other pressing questions related to both domestic and international issues.

The Economics Department at the University of San Francisco offers undergraduate and graduate programs that train our students in the analytical framework of economics to help our students engage a wide array of micro and macroeconomic issues. Our department's perspective is international and reflects the background of our faculty, and our core strengths lie in the areas of international and development economics. Our undergraduate program provides students with the ability to focus their studies in international economics, development economics, and financial economics. We also have two outstanding masters programs: a Masters of Arts in Economics and a Masters of Science in International and Development Economics, with curricula structured to produce students with excellent empirical and analytical skills along with the ability to apply them to practical problems.

With a particular focus on international issues of globalization and poverty, the mission of our department is to equip undergraduate and graduate students with the character and rigorous intellectual foundation in economics to help our students foster a more just and humane world and to carry out a research agenda that contributes at the highest levels to micro and macroeconomic issues related to poverty, economic growth, and globalization.

In carrying out this mission our faculty seeks to embody core Jesuit values of perseverance, cooperation, communication, and concern for the welfare of one another and the common good. We have day-long retreats at least once a year to talk through issues out and arrive at a consensus on the directions the department should take. We are a department where everyone's opinion is solicited, listened to, and valued. We have faculty who are excited about

their research, their teaching, and their academic programs. The results have been significant growth in the quantity and quality of our academic publications, growth in the number of undergraduate and graduate students, and economics programs that are relevant, attract the interests of students, and fulfill the University's mission to train graduates to help address critical world issues.

Program Learning Outcomes (PLOs)

Please type and/or copy-and-paste directly into the space below:



Undergraduate Economics Program Goals and Learning Outcomes

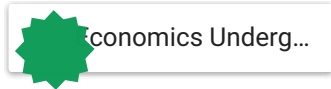
Program Goals Associated Learning Outcomes

1. Understand economic terminology and the fundamental theoretical approaches of the discipline.
 - i. Define the role of benefits and costs in the allocation of scarce economic resources.
 - ii. Describe the interaction of demand and supply in a market for an economic good or service.
 - iii. Define the nature of aggregate economic relationships between major macroeconomic variables and decision-makers.
 - iv. Describe a regression model of an economic theory and estimate the model using actual economic data.
 2. Employ economic reasoning and theory to analyze the structure of economic events and problems.
 - i. Analyze the impact of an external event on the market for an economic good or service in both the short run and the long run.
 - ii. Discuss the impact of the competitive structure of an industry on important market variables in both the short run and long run.
 - iii. Analyze the impact of an external event on the aggregate economy in the short run and long run.
 - iv. Use a simple algebraic economic model to formulate and investigate an economic problem.
 - v. Use a graphical economic model to formulate and investigate an economic problem.
 - vi. Use an estimated economic model to test an economic theory.
 3. Employ economic reasoning and theory to analyze important government policy responses and their impacts on the economy.
 - i. Analyze the impact of a government tax on the outcomes of a market for an economic good or service.
 - ii. Discuss the problems that can arise as a result of an industry's competitive structure and how a government may respond.
 - iii. Analyze the impacts of government fiscal and monetary on the aggregate economy in the both the short run and long run.
 - iv. Apply economic analysis to problems that arise in other areas of economics and possible government policy options to these problems.
-

Curriculum Maps

Please upload your Curriculum Maps below. All file types (Excel, PDF, etc.) are allowed.

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Assessment Methods

Which of your Program Learning Outcomes did you assess during 2016-2017? *

3. Employ economic reasoning and theory to analyze important government policy responses and their impacts on the economy.
 - iii. Analyze the impacts of government fiscal and monetary policy on the aggregate economy in the both the short run and long run.
-

What student work products did you use to assess your PLO(s)? Pick one or more direct methods from the list below and briefly describe below what specific work product(s) you used. *

- Published (Standardized) Test (e.g., Major Field Test)
- Class Tests & Quizzes with Embedded Questions
- Class Presentations
- Off-Campus Presentations (NGOs, clients, agencies, etc.)
- Research Projects Reports
- Case Studies
- Term Papers
- Portfolio
- Artistic Performances, Recitals & Products
- Capstone Projects
- Poster Presentations
- Comprehensive Exams
- Thesis, Dissertation
- Pass Rates on Certification or Licensure Exams
- Group Projects
- In-/Out-of Class Presentations
- Competency Interviews (e.g., oral exams)
- Simulations
- Juried Presentations



Other:


Brief description of student work products used to assess PLOs: *

Embedded question in final exams for Principles and Intermediate course

What tools did you use to evaluate the student work product(s) (e.g. rubric, test score)? *

exam question score

Please upload any tools used to evaluate student work product(s) here in PDF format only. Please use descriptive file names (e.g. "SociologyAssessmentRubric.PDF").

 Method of Assess...

Who evaluated the student work product? Check all that apply. *

FT faculty members who were not instructor(s) of the course(s)

FT faculty members who were instructor(s) of the course(s)

PT faculty members who were not instructor(s) of the course(s)

PT faculty members who were instructor(s) of the course(s)

Other:

Describe the calibration procedure you employed, if any (i.e., how did you assure that faculty raters were consistent with each other in how they rated the student work products):

What indirect methods did you employ, if any?

- Student Survey
- Student Interview
- Focus Groups
- Reflection Sessions
- Reflection Essays
- Faculty Survey
- Exit (end of program) Survey
- Exit (end of program) Interview
- Alumni Survey
- Employer Survey
- Diaries or Journals
- Data from Institutional Surveys
- Curriculum/Syllabus Analysis
- Other:

Please indicate and briefly describe what indirect methods you used (and/or attach the survey/script/interview below).

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Results 

What were the direct data results? *

Assessment Results

A: Lower Division

(i) Fall 2016

Overall Results ECON 112.06 (N=37)

	A	B	C	D/F
Total	12 (32%)	10 (27%)	7 (19%)	8 (22%)

B: Upper Division

(i) Fall 2016

Overall Results ECON 312.01 (N=43)

	A	B	C	D
(a)	30 (70%)	6 (14%)	5 (12%)	2 (5%)
(b)	21 (49%)	15 (35%)	5 (12%)	2 (5%)

Results For Economics Majors

ECON 312.01 (N=10)

	A	B	C	D
(a)	5 (50%)	2 (20%)	2 (20%)	1 (10%)
(b)	5 (50%)	1 (10%)	3 (30%)	1 (10%)

(ii) Spring 2017

Overall Results ECON 312.01 (N=37)

	A	B	C	D
Question (a)	20 (54%)	14 (38%)	3 (8%)	0 (0%)
Question (b)	15 (41%)	17 (46%)	2 (5%)	3 (8%)

Results For Econ Majors ECON 312.01 (N=9)

	A	B	C	D
Question (a)	6 (67%)	2 (22%)	1 (11%)	0 (0%)
Question (b)	4 (44%)	4 (44%)	0 (0%)	1 (11%)

What were the indirect data results? (If applicable)

How do you interpret these results? What do they mean? *

Students significantly increased their demonstrated knowledge of the material between Principles and Intermediate levels.

Closing the Loop 

Which of the following actions did you take as a result of the assessment results? Pick one or more and briefly describe below. *

- Revision of PLOs
- Changes in pedagogical practices
- Revision of program course sequence
- Revision of course(s) content
- Curriculum Changes (e.g. addition and/or deletion of courses)
- Modified program policies or procedures
- Designed measurement tools more aptly suited for the task
- Improved within and across school/college collaboration
- Improved within and across school/college communication
- Revised student learning outcomes in one or more courses
- Modified rubric
- Developed new rubric
- Developed more stringent measures (key assessments)
- Modified course offering schedules
- Changes to faculty and/or staff
- Changes in program modality of delivery
- Other:

Please elaborate on your potential course(s) of action, related to any/all items you checked above. *

The department is in the process of reviewing and modifying our PLOs around the themes of economic literacy, numeracy and citizenship. We are also piloting a new curriculum for our Principles courses which introduces students to empirical and policy-driven questions earlier in their studies, and which would be standardized across all class sections.

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Google Forms

Method of Assessment: Final Exam Question

A: Lower Division Principles of Macroeconomics (ECON 112)

Aggregate Supply, Aggregate Demand, and Long Run Equilibrium

- A.) (5 pts) using the AD-AS Model, please show the economy in Short Run equilibrium (actual GDP) and Long Run Equilibrium (potential GDP). Use a graph, label all curves and axes. (assume there is no gap)
- B.) (2 pts) List at least four events that impact AD (i.e. cause AD to shift to either left or right).
- C.) (2 pts) List four events that impact the position of short run AS.
- D.) (6 pts) Redraw the graph from part (a) on the axes below. Then choose an event that would cause AD to shift to the left and show in a graph what happens in the Short run and then on the same graph how the economy adjusts in the Long Run (i.e. self corrects) if there is no government intervention.
- E.) (5 pts) List three specific policies (fiscal and monetary) that the government could use to help overcome a recession. Then choose one and explain with a graph.

B: Upper Division Intermediate Macroeconomics (ECON 312)

Suppose that the economy begins in the long-run equilibrium (point A). However, firms and households suddenly become more pessimistic about the future economic conditions and decide to reduce the level of investment and consumption, respectively.

- (a) If there is no policy intervention from the government and the Fed, use an AD-AS diagram to explain the short-run and long-run effects in the economy.
- (b) Now, instead of letting the economy adjust by itself, the government decides to restore the AD by increasing government spending. Assuming that the government successfully restores the AD back to the original position, use an AD-AS diagram to explain this situation.

Department of Economics
Undergraduate Program Learning Outcomes x USF Institutional Learning Outcomes Map

	PLO1	PLO2	PLO3
Institutional Learning Outcomes X Program Learning Outcomes	Understand economic terminology and the fundamental theoretical approaches of the discipline.	Employ economic reasoning and theory to analyze the structure of economic events and problems.	Employ economic reasoning and theory to analyze important government policy responses and their impacts on the economy.
1. Students reflect on and analyze their attitudes, beliefs, values, and assumptions about diverse communities and cultures and contribute to the common good.	I	M	M
2. Students explain and apply disciplinary concepts, practices, and ethics of their chosen academic discipline in diverse communities.	M	M	M
3. Students construct, interpret, analyze, and evaluate information and ideas derived from a multitude of sources.	I	M	M
4. Students communicate effectively in written and oral forms to interact within their personal and professional communities.	I	D	M
5. Students use technology to access and communicate information in their personal and professional lives.	I	M	M
6. Students use multiple methods of inquiry and research processes to answer questions and solve problems.	I	D	M
7. Students describe, analyze, and evaluate global interconnectedness in social, economic, environmental and political systems that shape diverse groups within the San Francisco Bay Area and the world.	I	D	M

Key: I = Introductory, D = Developing, M = Mastery