

Capstone II AY17 Program Review: Capstone Rubric & 2017 Aggregate Scores

ECONOMICS

Assessment Type: Program Year/Term: 2016-2017 Program: Economics Learning Outcome: Program Learning Outcomes (PLOs) Assessment Method/Tool: Program Outcomes Capstone Rubric Measurement Scale: 3-1 (Proficient Adequate Developing) Sample Size: 6				
	3- Proficient	2- Adequate	1- Developing	N/A
Content Knowledge	83% (5)	17% (1)	0%	
Applied Learning	50% (3)	50% (3)	0%	
Integrative Learning	50% (3)	50% (3)	0%	
Communication	100% (6)	0%	0%	
Median %	50%	50%	0%	

Benchmark:

100% Institutional benchmark goal for percent of students to meet “Proficient” or “Adequate” levels

Number Achieving Benchmark:

6 of 6

Percent Achieving Benchmark:

100% Actual percentage of students meeting “Proficient” or “Adequate” **Median & Mean**

Closing the Loop Statement

One hundred percent of the AY17 Economics majors met the threshold for Academic Program performance on the capstone, scoring a “3” (Proficient) or “2” (Adequate) in the program’s four outcomes. On the one hand, not many conclusions can be drawn from a small sample (n = 6). On the other hand, faculty know these students very well and are able to identify specific strengths and challenges and their curricular roots. Communication is a program strength. By the time seniors complete their capstones, they are proficient in communicating their research both orally and in writing, because there is a heavy emphasis throughout the curriculum on cogent writing and oral presentation, including quantitative literacy, for both

those familiar with key concepts in Economics but also for general audiences, a skill in high demand in the world beyond college.

In this assessment, there is a noticeable dip in two key program outcomes:

Applied Learning: Students will show mastery of, for example, the operation of the market system; the role of households, firms, and government in the market system and the operation of a mixed economy from an aggregate perspective.

Integrative Learning: Students will be versed in a pluralistic understanding of economic issues, including Institutional, Keynesian and neoclassical economic theory, in examining economic issues such as inflation, unemployment, international trade, government finance, economic growth, and the monetary system.

Program faculty had already noticed that these outcomes do not explicitly address what faculty expect to see in the capstone and indeed throughout the program, although the Applied Learning outcome is addressed more explicitly ECON 301 and 302, which are required of majors. It should be said that this review has highlighted the need to refine both the program outcomes and the capstone assignment itself to focus more explicitly on econometrics, whose principles have become central to the program since the outcomes were originally composed. The program faculty will be reviewing those outcomes in AY18 to better align them with curricular requirements and current practices in the field of Economics to better prepare students for the world beyond college.

PROGRAM LEARNING OUTCOMES

- **Content Knowledge:** Students will be able to apply economic theory and tools to better understand current issues.
- **Applied Learning:** Students will show mastery of, for example, the operation of the market system; the role of households, firms, and government in the market system and the operation of a mixed economy from an aggregate perspective. **CT?**
 - **Integrative Learning:** Students will be versed in a pluralistic understanding of economic issues, including Institutional, Keynesian and neoclassical economic theory, in examining economic issues such as inflation, unemployment, international trade, government finance, economic growth, and the monetary system.
- **Communication:** Students will be able to present the results of their research orally and in writing, utilizing both quantitative and qualitative approaches.