

Program Assessment Plan

Program Name: Economics

Department: Economics

Assessment Year: 2004-05

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I. A. Mission Statement: (Who are you and what do you do?)

Our mission is three fold. We offer students an Economics major with three concentrations; contribute to the General Education, and offer Economics courses for Business and International Relations majors. In addition, we provide an opportunity for students at New Paltz to minor in Economics to complement their majors.

The Economics program is designed to emphasis the theoretical foundation in economics, critical thinking, and applied economics for public policy analysis/or business decision making. Economics majors achieve a broad range of skills that prepares them for a wide variety of professional careers or graduate studies.

I. B. Scope of your program: (What are the boundaries of your program?)

The Economics program provides a liberal arts undergraduate curriculum. We offer three tracks for our majors: Business Economics, General Economics and International Economics. We also offer a minor in Economics for students in related disciplines. The program also provides courses for General Education as well as Business and International Relations programs. We participate in the First Year Interest Group (FIG) program, and provide 100 and 200 level courses for freshmen. In addition, in summer 2004, we began offering a dual degree program in collaboration with the Istanbul Technical University (ITU). Our full-time faculty will teach appropriate courses for this curriculum during summer sessions. By 2006, we expect full enrollment of three cohorts, which will include approximately 75 students.

Currently we have four full-time faculty and four part-time faculty on our staff, and we serve more than 1,100 students during the academic year.

I. C. What activities/processes contribute to the program? (How you do what you do?)

Faculty research, teaching and other contributions to curriculum:

- *Faculty scholarly activities in their diverse areas of expertise*
- *Part-time faculty, with terminal degrees and diversified expertise, dedicated to excellence in teaching*
- *Teaching mission of the faculty and its emphasis on critical thinking*
- *Potential for research collaboration with faculty*
- *Three major tracks for specialization AND four optional minor concentrations*
- *Comprehensive core requirements: Intermediate Microeconomics and Intermediate Macroeconomics, History of Economic Thought, and two courses in Statistics, in addition to a capstone course*
- *Economics capstone: Senior Seminar*
- *Writing across the major program*
- *Quantitative emphasis across the major program*
- *Empirical research across the curriculum, especially the major program*
- *Communication skills (written, oral and computer use) development across the curriculum*
- *Internet research across the curriculum (majors and others)*
- *Library research across the curriculum*
- *Exposure to professional journal articles across the major program*
- *Student support through advising, appropriate planning for successful completion of the major requirements, and informal interactions*
- *Mentoring students for graduate studies*
- *Independent study*
- *Two scholarships for attracting better students: Seshu Scholarship and Economics Scholarship*
- *GE courses for non-majors*

Curriculum development and evaluation overtime will include:

- *New courses for majors*
- *New courses for General Education*
- *Revision of existing courses*
- *Revision of major and minor*
- *Establish and evaluate baseline for core requirement courses*
- *Establish and evaluate baseline for General Education courses*

II. Where are you heading and what performances show your progress?

II. A. What are your priority goals for the next five years (5-8 total)?

- Expose students to journal articles and research methodology appropriate for undergraduate
- Raise students' competency in quantitative skills: Offer *Applied Economics*
- Deliver a high quality dual degree program (New Paltz-ITU)
- Increase research support to faculty
- Offer more GE courses to contribute to economic literacy of New Paltz graduate
- Attract better students to Economics major

1. What do you want graduates to know? Be able to do? To believe?

Our priority is to provide a program that strengthens our majors' qualifications for *success and effective citizenship* after graduation. We want them to be hired in their major field OR pursue graduate studies, and be competent in the following areas:

- *General critical thinking*
- *Library and online research*
- *Empirical research commensurate for undergraduate degree*
- *Quantitative skills (Theoretical foundation, Regression analysis, and Applied Econometrics)*
- *Communication skills: Written and oral*
- *Ethical reflection*
- *Understand the domestic economy and its organizations*
- *Understand historical developments of economic thinking*
- *Understand the global economy and the world economic integration*

2. What goals do you have for your program? (e.g. out of class experiences, advising, curriculum, and faculty development)

Priorities for the next five years:

- *Revise the core requirement for the major to include Applied Economics*
- *Increase Temp Service to provide regular research assistant support for faculty*
- *Increase faculty support faculty for delivery of the dual-degree program with ITU*
- *Increase financial support to faculty for participation in at least one conference per year*

Priorities for the next five years, Continued:

- *Deliver the dual-degree program in summer*
- *Attract more and better students to Economics through scholarships: Seshu scholarship and Economics Scholarship*
- *Recommend to the administration that students declare their major by the time they complete 75 credits*
- *Enforce pre-requisites through registration process*
- *Increase the math level for economics majors*
- *Encourage faculty to participate in projects involving the economic analysis of the region*

II. B. What is the performance you desire to gauge your progress?

1. Student Learning Performances (outcomes): our major's requirements will enable students to demonstrate competency in the following areas:

Mastery of foundation and quantitative skills:

- a. Demonstrate strong ability for macroeconomic analysis*
- b. Demonstrate strong ability for Microeconomics analysis*
- c. Demonstrate ability to conduct regression analysis and inference*

Ability to synthesis research:

- a. Demonstrate ability to evaluate economics research*
- b. Demonstrate ability to synthesis research*

Ability for ethical reflection

2. Program Performances

The program's goal is to prepare students for a career in their field OR for admission to graduate studies in Economics or related fields. The effectiveness of the program will be measured by the following means:

Students' career placement in their field OR

Students' graduate/professional school admission

Students' ability for ethical reflection

Step Three: Methodology

<i>B. I: Desired Performance: Student learning</i>	<i>III. A. What aspects of the performance are critical to measure?</i>	<i>III. B. How (by what means) will you gather the data?</i>	<i>III. C. When will assessment begin?</i>	<i>III. C. Who is Responsible</i>
1. Mastery of quantitative skills and foundation: Apply intermediate Microeconomics & Macroeconomics models	a. Ability to investigate data, apply an appropriate model, interpret the results	Course content analysis: Intermediate Microeconomics	Spring 2005/ and every 3 year	Mozayeni, Fedorov
	b. Ability to investigate macroeconomics data, apply an appropriate model and interpret the results	Course content analysis: Intermediate Macroeconomics	Spring 2005/and every 3 year	Azari, Mozayeni
	c. Collect data, employ regression methods and interpret the results	Course content analysis- -Applied Economics (new course to be developed)	After the course is offered/and every 3 year	Azari, Fedorov
2. Synthesis research	a. Ability to review, describe and report the central idea in a journal article, methodology, data, and findings	Course content analysis: All upper division elective courses	Spring 2005/3 year	Azari, Fedorov, Mozayeni & new faculty
	b. Ability to design an independent research—define a significant concept, apply theories and models, determine appropriate data, analyze data, make inference, reach conclusion	Student research paper analysis-Senior Seminar (Rubric: Spring 2005)	Spring 2005/annually	Azari-Rad, Fedorov, Mozayeni and new faculty
<i>B. II. Desired Performance: Program</i>	<i>III. A. What aspects of the performance are critical to measure?</i>	<i>III. B. How (by what means) will you gather the data?</i>	<i>III. C. When will assessment begin?</i>	<i>III. C. Who is Responsible</i>
3. Programs' contribution to students' success after graduation: Job placement in major's field	Success with job placement	IR data/Department Analysis	AYR 2005-06 and biannually	IR data/Dept. report every 3 year
4. Program's contribution to students' graduate school admission	Success with graduate programs admission	IR data/Department Analysis		IR data/Dept. report every 3 year
5. Program's effect on developing students' ability for ethical reflection	c. Ability to reflect on ethical issues in their field	Exit Survey/Department	Develop questionnaire: TBD/survey every 3 years	New Colleague replacing LaJeunesse/ Report every 3 years

*D. What additional resources will you need to complete your plan? Please see next page.
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Additional Resources Needed:

Implementation of the objectives of the program for the proposed assessment plan:

- *One additional full-time faculty would be very critical to the delivery of the dual degree program and for offering Applied Economics.*
- *Summer teaching assistant for the Turkish dual degree program: 2006 and after*

Assessment of the current curriculum:

- *Overtime secretarial assistance: assessment surveys and reports, fall 2004 and spring 2005, and for assessment cycles noted in the table above*