



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CBE
Department	Economics
Program Unit	BA in Economics
Reporting for Academic Year	2012-2013
Department Chair	Jed DeVaro
Date Submitted	8/9/2013

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

1. Scholarship
 - 1.1 Explore possible ways of converting PQ and "Other" faculty to AQ category
 - 1.2 Explore the possibility of increasing faculty research support
 - 1.3 Explore new sources of research funding
2. Educational Programs
 - 2.1 Reinvent the MBA program- for example, identify niches, create brand identity, etc.
 - 2.2 Strategically examine International Programs
 - 2.3 Build real world experiences for students and faculty; for example, guest speakers, internships, projects, and student clubs
3. Internal Operations
 - 3.1 Address facilities and teaching support
 - 3.2 Address networking system
4. People
 - 4.1 Retain and maintain equity for senior and junior faculty
5. External Relations
 - 5.1 Reactivate Advisory Board of Bay Area leaders

B. Five-year Review Planning Goals Progress

In 2012-2013 the Department invested its greatest energy on the MA program, and the BA program (which is in better shape) received less attention. The same will be true in 2013-2014. However, moving the BA program forward is a priority for the Department, and we have taken some concrete steps in that direction. One important change that will greatly benefit the BA program is the hiring of 3 new faculty who will join in Fall 2013. Even before these faculty members have officially joined, they have cooperated with me to propose 2 new electives for the BA program, that they will teach. These electives, which already have University approval, are courses in innovation and intellectual property and in the economics of information and organizations. The Department will also conduct another faculty search in 2013-2014 with the

hope of hiring a specialist in international economics, which is an important area of expertise that has been missing from the undergraduate program.

C. Program Changes and Needs

I think there are 3 areas in which changes are needed. First, the Department needs to re-evaluate its “Wednesday seminar in economic research. This is a sequence of 3 one-credit courses taken in Fall-Winter-Spring (usually) under the numbers Econ 4895 – Econ 4895 – Econ 4896. The seminar has met for many years Wednesday 2pm – 3:50pm. It imposes costs on students (particularly working students) by the rigidity of its scheduling, and I think this practice (and others like it) costs us majors. I have informed the Department that on our agenda for the Fall meeting is discussion to eliminate or radically change this requirement. We also need to refresh our course offerings by retiring antiquated courses and introducing new ones. Some of the course descriptions in the catalog are depressingly dated. Changing these has not been as fast and as easy an endeavor as I would have liked, but the rapidly changing face of the Department (as FERPs end and new faculty join) has begun to help solve that problem. Revamping the curriculum is one part of a broader effort the Department must make to better communicate to students the value of the major.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

PSLO 1: Students will demonstrate an advanced understanding of micro and macroeconomic theory.

PSLO 2: Students will be able to apply economic theory and methods at an advanced level to selected economic topics through independent research.

PSLO 3: Students will demonstrate the ability to present orally a coherent, logical economic argument grounded in economic theory.

PSLO 4: Students will demonstrate the ability to present a coherent, logical economic argument grounded in economic theory and methods in writing.

PSLO 5: Students will use appropriate computer technologies to develop research problems and present written and oral economic arguments.

Appendix A-MA Economics presents a curriculum map showing alignment of the Program Student Learning Outcomes and CSUEB Institutional Learning Outcomes.

B. Program Student Learning Outcome(s) Assessed

Following the 2012 5-year AACSB Accreditation Review visit, the visiting team identified key areas needing improvement in the Maintenance of Accreditation Review report. One area identified by the review team was AACSB Standard 15, Management of Curricula. Highlighted in the Team Visit Report – Maintenance of Accreditation Review, the AACSB Review Team stated the College of Business & Economics’ (CBE) Assurance of Learning system needs further maturation, with clear roles and responsibilities, an enhancement of the quality of the data we collect, more useful analysis of the data, and evidence that the data is being used effectively to “close the loop.”

We reviewed all available guidance from AACSB on Assurance of Learning and developed a

comprehensive plan for our Assurance of Learning (AoL) system. We consulted with other schools highlighted by AACSB for their well-developed AoL systems, such as the Coles College of Business at Kennesaw State University, interviewed for the AACSB Spotlight in 2012, and universities with strong assessment programs, like Eastern Michigan University and DePaul University for assistance and advice.

The result was a comprehensive, in-depth plan for assessment that consisted of a number of systematic changes, educational improvement changes, and building a culture of assessment desperately lacking at the College of Business & Economics in the past. The past 2012-2013 academic year has focused on this complete redesign of the college's assessment program. We began with a complete overhaul of the BSBA and MBA programs. The following year will see a similar overhaul and redesign of the BA and MA Economic assessment programs. Therefore, no outcomes were assessed for BA or MA Econ in the previous year. The redesign will begin with a reformatting and modifications to the existing program learning goals/outcomes statements listed in section A above.

C. Summary of Assessment Process

See section B

D. Summary of Assessment Results

See section B

3. STATISTICAL DATA (about 1 page)

- Student demographics (Fall 2012)

Demographic data for students in the BA Economics program could not be found in the system. The system shows data that include students in ALL of CBE's programs: BSBA, BA Economics, MBA, MA Taxation, but do NOT include those students in pre-business.

- Student level of majors (e.g. Juniors, Seniors): Data about level of majors could not be found in the system.
- Faculty and academic allocation
In Fall 2012, CBE's Instructional FTE Faculty (FEEF)=48.8.
- Course data

In Fall 2012,

Number of sections offered by CBE = 126

Total enrollment 5870

Average section size = 46.58

Note: These data include all undergraduate classes offered by CBE in Fall 2012. Students in BA Economics can take non Economics classes, and students in BSBA can take Economics classes.