**Assessment for Economics Major 2013-2014**

This template is based on one from *Assessment Clear and Simple, A Practical Guide for Institutions, Departments and General Education*by Barbara E. Walvoord, 2004, John Wiley and Sons, Inc.

**Date of Report May 8, 2014**

**Semesters or Academic Years the Assessment Report Covers F, 2013; S 2014**

**Division Social Science**

**Department Economics**

**Faculty Eleanor Gubins**

**Chair or Person Preparing the Report Eleanor Gubins**

**Profile**

 Number of Majors 1

 Number of Faculty: *Please specify full-time and part-time.***Eleanor Gubins full time split between economics and political science**

 Courses Offered in the Assessment Period:

**Introduction to Macroeconomics ECO 0100; ECO 0103 L F, 2013**

**Introduction to Microeconomics ECO 0101 01A; ECO 0103 L S 2014**

**Honors Introduction to Microeconomics ECO 0101 01H; ECO 0103 H S 2014**

 Departmental Factors that Affect Assessment:

Rosemont has offered only Introduction to Macro and Micro Economics. All other major economics courses have been taken at Villanova. I have been informed by the Provost that the Economics Major and Minor will be removed from the majors at Rosemont as of the end of this semester.

**Capstone Assessment for Economics Major graduating in May 2014**

**Assessment is based on a thesis written by the student. She also gave a class presentation on her thesis but oral presentation is not one of the outcomes evaluated for the Economics Capstone.**

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|  | **Capstone**4 | **Milestones**3 2 | **Benchmark**1 |
| **Existing Knowledge, Research, and/or Views** | Synthesizes in-depth information from relevant sources representing various points of view/approaches. | Presents in-depth information from relevant sources representing various points of view/approaches. | Presents information from relevant sources representing limited points of view/approaches. | Presents information from irrelevant sources representing limited points of view/approaches. |
| **Design Process** | All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines. | Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for. | Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused. | Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework. |
| **Analysis** | Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus. | Organizes evidence to reveal important patterns, differences, or similarities related to focus. | Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities. | Lists evidence, but it is not organized and/or is unrelated to focus. |
| **Conclusions** | States a conclusion that is a logical extrapolation from the inquiry findings. | States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings. | States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings. | States an ambiguous, illogical, or unsupportable conclusion from inquiry findings. |
| **Limitations and Implications** | Insightfully discusses in detail relevant and supported limitations and implications. | Discusses relevant and supported limitations and implications. | Presents relevant and supported limitations and implications. | Presents limitations and implications, but they are possibly irrelevant and unsupported. |

**Major has been removed from Rosemont College major programs as of the end of 2014. Plans for future assessment are therefore moot.**