

Benchmarks, School of Economic Sciences (April 2011)

Goal 1: Achieve a national and international reputation and recognition for economic discovery.

All benchmarks are measured annually. The discussions in *italics* explain the role of each benchmark.

General Justification: Economic discovery is measured primarily by research productivity, and research productivity is traditionally measured by refereed publications although grants are taking on increasing importance both internally to WSU and for external recognition. Hence, the proposed benchmarks focus on these measures, and also consider the ability of the Director and Associate Director to collect the information with reasonable effort.

The first three benchmarks in this category measure aggregate productivity of the faculty.

- 1.1 Number of peer reviewed journal articles, total and per capita, by SES faculty.
- 1.2 Number of peer reviewed journal articles, total and per capita, in top general journals.
- 1.3 Number of peer reviewed journal articles, total and per capita, in top field journals.

Aggregate and per capita productivity does not give sufficient information about how widespread and successful is a culture of research and discovery. The next three benchmarks capture this idea.

- 1.4 Percent of SES faculty with one or more peer reviewed journal articles.)
- 1.5 Percent of SES faculty with one or more peer reviewed publications in a top general or field journal.
- 1.6 Number of academic conference, presentations per capita by tenured/ tenure track faculty.

As mentioned, grants are increasingly one of the currencies by which research output is measured, and certainly so internal to WSU. These next set of benchmarks address this issue. Benchmarks 6 and 7 look to total productivity and reputation over several years, recognizing the lumpiness of grants. Benchmarks 8 and 9 look to success that year. Benchmark 10 looks to how the SES culture is adopting the acquisition of grants. Current grants are added to new applications because someone with a current multiyear grant has less reason to be submitting new grants.

- 1.7 Total grants (as measured by research expenditures for the year) by SES faculty.
- 1.8 Total grants (as measured by research expenditures for the year) from competitive funding sources, such as the NSF, NIH, RWJ Foundation and others.

Goal 2: Provide a premier economic education and transformative experience that prepares students to excel in a global society.

Economic education in our graduate programs focuses on research and discovery. The first two benchmarks address our success in infusing graduate students with that idea.

- 2.1 Number of publications coauthored by SES faculty with current and recent (≤ 3 years) SES graduate students.

The next two benchmarks address the productivity of the graduate educational mission of SES.

- 2.2 The number of SES MS degrees awarded each year.
- 2.3 The number of SES PhD degrees awarded each year.

Quality of our product is as or more important than quantity. The next three benchmarks address the quality of our graduate program.

- 2.4 The number of awards, fellowships, and grants, external to SES, awarded to SES graduate students (year)
- 2.5 The percent of graduating MS students receiving a 4.5 for all skills on the Assessment Survey administered to the student's thesis committee at the time of the final oral exam. *These skills are assessed on a 1–6 scale with 1 indicating marginal, 3.5 indicating basic, and 6 indicating mastery attainment of the skill.*
- 2.6 The percent of graduating PhD students receiving a 4.5 for all skills on the Assessment Survey administered to the student's dissertation committee at the time of the final oral exam. *These skills are assessed on a 1–6 scale with 1 indicating marginal, 3.5 indicating basic, and 6 indicating mastery attainment of the skill.*

The next set of benchmarks focus on undergraduate education. Benchmarks 1 and 2 focus on our success in educating students. Benchmark 1 comes from our annual assessment of majors that uses the 490 capstone project; benchmark 2 will come from our majors doing their own self-assessments.

- 2.7 Percent of graduating majors achieving degree program learning goals (Levels – Mastery, Basic, and Marginal), in Economic and Quantitative, Critical Thinking, and Written and Oral Communication.
- 2.8 Percent of graduating majors self-assessing that they achieved degree program learning goals (Levels – Mastery, Basic, and Marginal), in Economic and Quantitative, Critical Thinking, and Written and Oral Communication.

The next three benchmarks address our success as a department in attracting students. These data should be available from official university sources.

- 2.9 The number of students (certified majors and uncertified majors) advised in SES, including the AFS degree.
- 2.10 The number of completed minors in SES programs (including economics and sustainable development).
- 2.11 The number of SES undergraduate degrees granted, including the AFS degree.

The final set of benchmarks on undergraduate education get to the quality of the experience, including undergraduate research which is important to the administration. Benchmark 6 would be reported on WORQs. Benchmark 7 comes from exit interviews/surveys.

- 2.12 Percent of SES faculty working with undergraduate students in a research context.
- 2.13 Percent of graduating majors who are satisfied with their advising experience.

Finally, since our service for 101 and 102 is so important, we have the following benchmark, measured by the annual assessment of the principles courses.

- 2.14 Percent of students in introductory economic principles courses (101 and 102) achieving learning goals for core principles topics.

Goal 3: Lead in providing relevant local, national, and global economic outreach and engagement.

Goal 3 embraces Extension and outreach activities. Our preference is to have measures of impact, but we are unable to come up with measures that would be accurate and reasonable. Thus, our benchmarks focus on outputs and products designed to have impactful outreach and engagement.

- 3.1 The number of outreach activities, seminars, live presentations, workshop, media engagements and legislative testimonies completed by SES faculty.
- 3.2 The number of webinars, web based education outreach programs, and distance learning courses completed and or maintained by SES faculty.
- 3.3 The number of Extension publications completed by SES faculty.

The next two benchmarks are intended to capture somewhat how useful SES Extension and outreach activities are, the first by a direct measure of the use of web resources, the second by acknowledgement by funding sources of the value of SES outreach and engagement.

- 3.4 The total unique number of web hits on SES Extension and SES working paper web sites.
- 3.5 Grant and project expenditures of funded projects through Extension.

Goal 4: Embrace and facilitate an environment of diversity, integrity, and transparency.

Our strategies under this goal include diversity, respect and integrity. Benchmark 2 directly addresses the diversity issue. Benchmark 1 indirectly measures the success of achieving goal 4 because if our environment is good, we will leave students, alumni and stakeholders feeling good about SES, and hopefully increasing their giving.

4.1 the amount of annual giving to SES.

4.2 The demographic diversity of faculty, students, and staff.