



## **College of Business & Economics**

### **Assurance of Learning**

Program Learning Objective (PLO): Equilibria in Models  
Winter 2017

**MA ECONOMICS**

**PLO2; LO2A**

**MA Econ Learning Goal 2:**

Students who graduate will be knowledgeable in advanced econometrics.

*(Learning goal statement was revised during 2015-2016 quarter-to-semester conversion process.)*

**CBE Learning Objective 2A:**

Students who graduate will construct equilibria in models of strategic behavior.

*(Learning objective statement was revised during 2015-2016 quarter-to-semester conversion process.)*

**Mapped Course:**

ECON 6102

**Curriculum Alignment:**

Selected topics in periodical literature in general equilibrium; welfare theory and economic efficiency; capital theory.

**Participating Faculty:**

1 teaching faculty.

**Methods & Procedures:**

Faculty identified sections of individual student exam.

**Assessment Measurement Tool Used:**

Internally developed rubric using outside sources.

**Status of Assessment:**

Completed.

**Artifacts Archived:**

Hard copies of assignments archived.

**Performance Targets:**

There are two targets set for this skill, (1) 70% of students will meet or exceed expectations; and (2) less than 10% of students will score "1" (below expectations) on any "trait" in the rubric. Overall, 52% of students met expectations on the learning objective.

n = 11	Trait 1	Trait 2	Trait 3	Trait 4
<b>Meets Expectations</b>	18%	64%	64%	64%
<b>Does Not Meet Expectations</b>	82%	36%	36%	36%
<b>Total</b>	100%	100%	100%	100%
<b>Overall Score</b>	<b>52%</b>			

## Data Summary & Analysis

Overall Assessment Scores by Individual Trait:

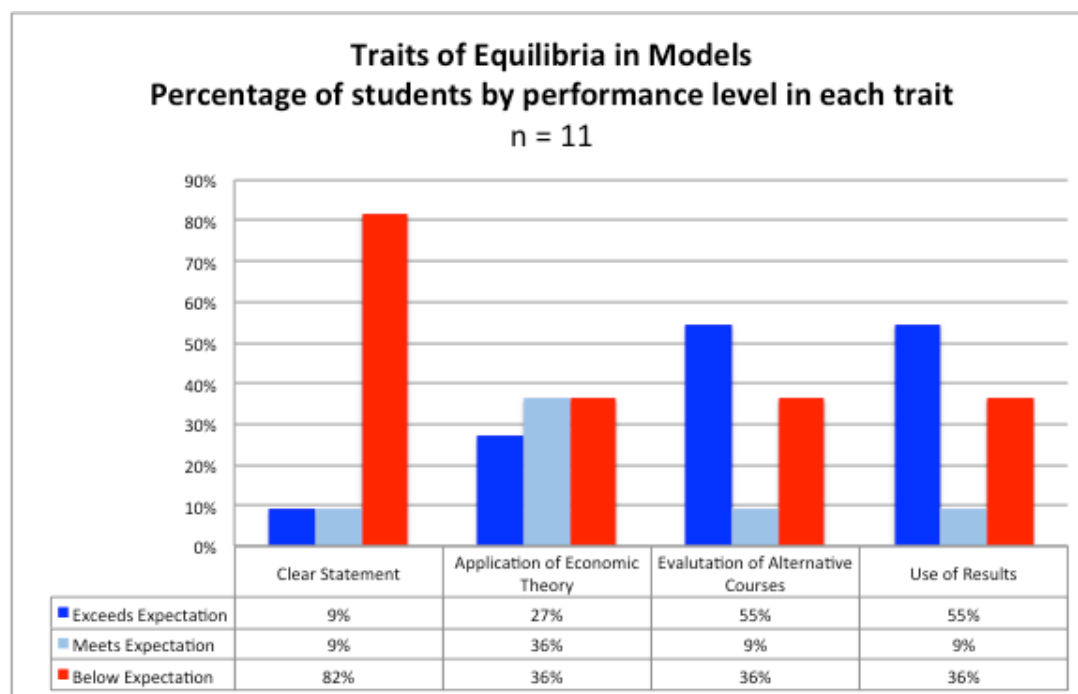
Assessed Traits n = 11	Meets Expectation*	Below Expectation
<i>Trait 1: Clear Statement</i>	18%	82%
<i>Trait 2: Application of Economic Theory</i>	64%	36%
<i>Trait 3: Evaluation of Alternative Courses</i>	64%	36%
<i>Trait 4: Use of Results</i>	64%	36%

**Meets Expectation = Meets expectation + Exceeds epectation**

**Note:** Anonymous Faculty Response to Results: "The assessment tool was primarily designed to capture student achievement on Trait 2 (Application of Economic Theory to Issues). Results for traits 1, 3, and 4 may not be sufficiently robust to support conclusions."

Detailed Assessment Scores by Individual Trait\*:

n = 11	<i>Clear Statement</i>	<i>Application of Economic Theory</i>	<i>Evaluation of Alternative Courses</i>	<i>Use of Results</i>
<b>Exceeds Expectation</b>	9%	27%	55%	55%
<b>Meets Expectation</b>	9%	36%	9%	9%
<b>Below Expectation</b>	82%	36%	36%	36%



\*Percentages may not add to 100% due to rounding.

## Equilibria in Models Rubric

<b>LO2A: Equilibria in Models</b>			
<b>Goal 2:</b>	Students who graduate will be experienced in analyzing strategic situations.		
<b>Objective 2A:</b>	Students who graduate will construct equilibria in models of strategic behavior.		
Traits	(6-8 pts) Exceeds Expectations	(3-5 pts) Meets Expectations	(0-2 pts) Below Expectations
<i><b>Clear Statement of Economic Issues.</b></i>	Clear identification of economic issues and how they affect outcomes.	Issues are identified, but does not indicate in detail how they affect outcomes.	Does not clearly describe issues and fails to demonstrate knowledge of how they affect outcomes.
<i><b>Application of Economic Theory to Issues.</b></i>	Successfully adapts economic models to the analysis of the problem at hand.	Uses appropriate economic models to analyze the problem at hand, but is not able to adapt the models successfully.	Is unable to identify and apply relevant economic models for analyzing the problem at hand.
<i><b>Evaluation of Alternative Courses of Action.</b></i>	Demonstrates a full understanding of different alternatives, and coherently motivates a proposed choice.	Demonstrates a good understanding of different alternatives, but does not convincingly motivate the proposed choice.	Does not demonstrate a sufficient understanding of alternatives. Is unable to identify or motivate a proposed choice.
<i><b>Use of Results.</b></i>	Analysis results comprehensively used to generate and evaluate outcomes.	Analysis results useful for answering the specific question for which the analysis was designed but does not offer broader insight into the problem.	Results do not contribute to answering research question or are not useful to a policy maker/planner/manager.

### Raw Assessment Scores

N = 11	Exam Problems															
	1	2a	2b	3a	3b	3c	4a	4b	4c	4d	5a	5b	5c	5d	5e	5f
student 001	10	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
student 002	1	1	1	5	5	5	5	5	5	5	5	5	5	5	3	2
student 003	10	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5
student 004	7	2	2	5	2	4	2	1	5	5	5	5	5	5	5	5
student 005	10	0	1	4	4	5	3	4	5	5	5	5	5	5	5	5
student 006	7	1	0	5	5	5	5	5	5	5	5	3	5	5	1	3
student 007	7	1	0	5	4	4	5	1	0	3	5	5	2	2	0	1
student 008	6	2	1	5	5	5	1	5	0	4	5	5	5	5	5	5
student 009	1	1	1	5	5	5	1	0	0	2	4	5	1	1	0	0
student 010	3	1	1	2	2	4	2	0	0	0	1	5	2	1	0	0
student 011	2	2	0	5	1	1	5	1	0	1	5	5	2	1	1	0

End of Report