

Program: BA Economics

Measure	Benchmarks	2013/2014	2014/2015*	2015/2016*	2016/2017*
Learning Objective 1A: Students who graduate will formulate mathematical models to solve microeconomic problems.					
ECON 3000: Faculty will use course final exam as assessment artifact. Scores of the individual student exams will be compared to department determined and faculty specific benchmarks for proficiency levels.	60% of students will score >= to 70%	Redesigned AoL System <u>Improvements</u> 1. ECON 3555 and ECON 3560 added as electives.	<u>Assessments:</u> Winter 2015: [n = 29] 72% of students met benchmark; 28% of students did not meet benchmark. <u>Improvements</u> 1. Added prerequisites for ECON 3000	<u>Assessments:</u> Fall 2015: [n = 50] 22% of students met benchmark; 78% of students did not meet benchmark. <u>Improvements:</u> 1. Starting in Fall 2015, ECON 3000 split into two courses: ECON 3000 and ECON 3001 to facilitate the introduction more rigorous, calculus-based, modeling techniques. 2. Econ 4000 dropped to an elective. Material reallocated to 3000 and 3001 to allow for more time to cover material.	<u>Assessments:</u> Winter 2017: [n = 27] 22% of students met benchmark; 78% of students did not meet benchmark. <u>Improvements:</u> Improvements: 1. Starting in Fall 2016 ECON 3000 added six quizzes worth 30% (as opposed to midterm/final only). Also hired a TA from the economics masters program to give weekly help sessions in Winter 2017. 2. Starting in Fall 2018, students taking ECON 3000 (to be renumbered ECON 300) will be required to take an additional class in mathematics and statistics that is taught by the economics faculty: ECON 210: Quantitative Methods for Economists. The class builds upon a required class in calculus (or business calculus) and offers the economics department an opportunity for remediation (if necessary) and the introduction of more advanced skills before students take upper-division economics classes, in particular ECON 300. Problem-solving skills relevant to this objective require algebra, basic graphing, and calculus. These skills will be emphasized in ECON 210. 3. Added 300-level classes as prerequisites to several upper division electives in the Q2S redesign. Upper division classes with a 300-level pre-requisite will have a 400-level prefix. This will allow faculty to teach more advanced problem-solving skills.
Learning Objective 2A: Students who graduate will formulate mathematical models to solve macroeconomic problems.					
ECON 3005: Faculty will use course final exam as assessment artifact. Scores of the individual student exams will be compared to department determined and faculty specific benchmarks for proficiency.	60% of students will score >= to 70%	Redesigned AoL System	<u>Assessments:</u> Winter 2015: [n = 30] 23% of students met benchmark; 77% of students did not meet benchmark.	<u>Assessments:</u> Fall 2015: [n = 31] 42% of students met benchmark; 58% of students did not meet benchmark.	<u>Assessments:</u> Winter 2017: [n = 26] 54% of students met benchmark; 46% of students did not meet benchmark. <u>Improvements:</u> 1. ECON 3005 changed the textbook in January (Winter Quarter) of 2016. Original textbook was unclear, with several errors and not very systematic. Also provided supplemental materials (for deeper understanding of certain core concepts, such as prices indices, growth calculus, etc., as well as more practice problems, and more expanded questions for quizzes) starting in same quarter (Winter quarter 2016) and continuing in Fall of 2016 and Winter of 2017. 2. Starting in Fall 2018, students taking ECON 3005 (to be renumbered ECON 305) will be required to take an additional class in mathematics and statistics that is taught by the economics faculty: ECON 210: Quantitative Methods for Economists. The class builds upon a required class in calculus (or business calculus) and offers the economics department an opportunity for remediation (if necessary) and the introduction of more advanced skills before students take upper-division economics classes, in particular ECON 305. Problem-solving skills relevant to this objective require algebra, basic graphing, and calculus. These skills will be emphasized in ECON 210. 3. We have also added 300-level classes as prerequisites to several upper division electives in the Q2S redesign. Upper division classes with a 300-level pre-requisite will have a 400-level prefix. This will allow faculty to teach more advanced problem-solving skills.
Learning Objective 3A: Students who graduate will analyze research data using modern statistical software packages.					

<p>ECON 4400: Faculty will use embedded assignment as assessment artifact. Scores of the individual student assignments will be compared to department determined and faculty specific benchmarks for proficiency.</p>	<p>70% of students will meet expectations.</p>	<p>Redesigned AoL System</p>		<p>Assessments: Winter 2016: [n = 40] <i>Overall Rubric Score: 50% met expectations</i> <i>Individual Rubric Traits:</i> Trait 1: Statistical Methodology, 25% Trait 2: Interpretation of Results, 68% Trait 3: Software Skills, 56%</p> <p>Improvements: 1. Switched statistical software package from EVIEWS to STATA.</p>	<p>Assessments: Winter 2017: [n = 34] <i>Overall Rubric Score: 69% met expectations</i> <i>Individual Rubric Traits:</i> Trait 1: Statistical Methodology, 50% Trait 2: Interpretation of Results, 83% Trait 3: Software Skills, 74%</p> <p>Improvements: 1. Beginning Winter 2016, ECON 4400 added an empirical exercise with a write-up. 2. Starting in 2018, we will be creating a second required course in econometrics: ECON 499: Empirical Analysis. It will be the new course in which we assess Objectives 3 and 4. The class will provide an additional opportunity to teach software skills. 3. Starting in 2018, students will be required to take a class in programming fundamentals that is taught by the economics faculty: ECON 211: Programming for Data Analysts. Students can substitute this class with another programming fundamentals class offered by the computer science department. This class will be a pre-requisite for ECON 499: Empirical Analysis. 4. Starting in Fall 2018, economics students will be required to take an additional class in mathematics and statistics that is taught by the economics faculty: ECON 210: Quantitative Methods for Economists. The class builds upon a required class in calculus (or business calculus) and offers the economics department an opportunity for remediation (if necessary) and the introduction of more advanced skills before students take upper-division economics classes. The class will feature a large component using Microsoft Excel to illustrate mathematics and statistics problems. 5. Several courses, including ECON 305: Macroeconomic Theory and ECON 431: Economics of Innovation and Intellectual Property, will feature Microsoft Excel-based assignments, e.g. to estimate the various contributors to economic growth under a Solow growth model.</p>
<p>Learning Objective 4A: Students who graduate will construct coherent economic policy arguments, grounded in economic theory.</p>					
<p>ECON 4400: Faculty will use embedded assignment as assessment artifact. Scores of the individual student assignments will be compared to department determined and faculty specific benchmarks for proficiency.</p>	<p>70% of students will meet expectations.</p>	<p>Redesigned AoL System</p>		<p>Assessments: Winter 2016: [n = 40] <i>Overall Rubric Score: 44% met expectations</i> <i>Individual Rubric Traits:</i> Trait 1: Context/Purpose, 63% Trait 2: Economic Theory, 28% Trait 3: Written Exposition, 40%</p> <p>Improvement: 1. Added written component to develop student qualitative skills.</p>	<p>Assessments: Winter 2017: [n = 34] <i>Overall Rubric Score: 72% met expectations</i> <i>Individual Rubric Traits:</i> Trait 1: Context/Purpose, 89% Trait 2: Economic Theory, 59% Trait 3: Written Exposition, 68%</p> <p>Improvements: 1. Beginning Winter 2016, ECON 4400 added an empirical exercise with a write-up. 2. Starting in 2018, we will be creating a second required course in econometrics: ECON 499: Empirical Analysis. It will be the new course in which we assess Objectives 3 and 4. This class will feature several (e.g. 3-4) large assignments giving students practice in conducting and communicating economic research. It will also give faculty several opportunities to give meaningful feedback on students' communication skills (in this case written communication skills).</p>
<p>Footnotes: *Totals may not add up to 100 due to rounding.</p>					