



## **College of Business & Economics**

### **Assurance of Learning**

Program Learning Objective (PLO): Microeconomics  
Fall 2015

### **BA ECONOMICS**

### **PL01; L01A**



**BA ECON Learning Goal 1: Students who graduate will be knowledgeable of modeling techniques to solve microeconomic problems.**

**CBE Learning Objective 1A:**

Students who graduate will apply mathematical and modeling techniques to solve microeconomic problems.

**Mapped Course:** ECON 3000

**Curriculum Alignment:**

ECON 3000 is a core course for the BA Economics program. Course consists of analysis of supply and demand; production and costs; price and output determination; factor pricing and income distribution; optimum resource allocation.

The course was identified by the Department Chair, supported by the Program Director and reviewed by the department faculty through a remapping process that took place in Summer 2014. The remapping process included a reexamination of how the new learning objectives are mapped to particular core (and elective) courses. It was determined that under the current curriculum, prior to changes scheduled to be implemented in Fall 2015, ECON 3000 will be the mapped course for Learning Goal 1, Learning Objective 1A: Microeconomics.

**Participating Faculty:** 1 faculty member

**Methods & Procedures:**

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.

**Assessment Measurement Tool Used:**

Direct measurement – Course-embedded – Course final exam.

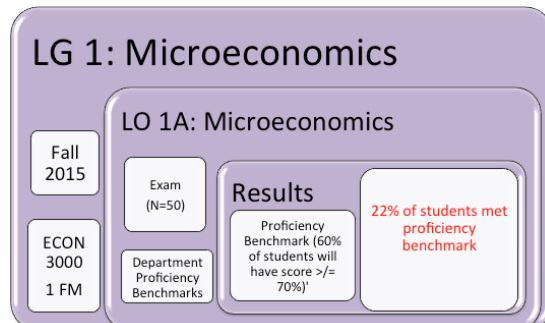
**Status of Assessment:** Completed.

**Artifacts Archived:** Yes.

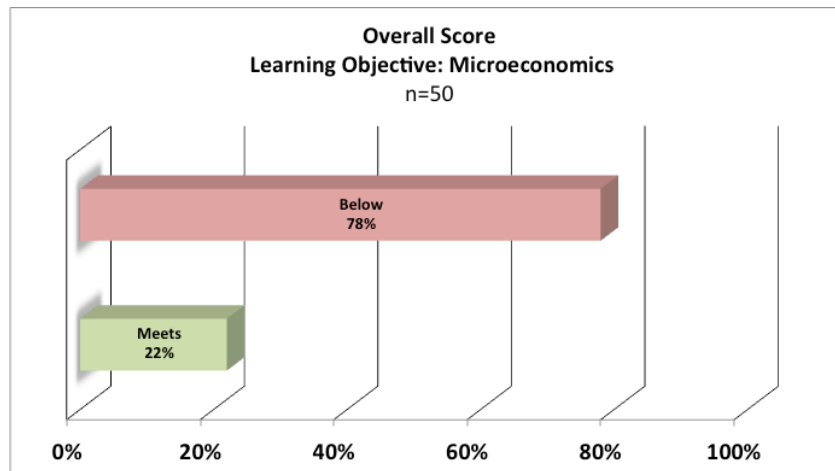
**Performance Targets:**

- Proficiency Benchmark = 60% of students will have a proficiency score equal to or greater than 70%.

**Data Summary & Analysis:**



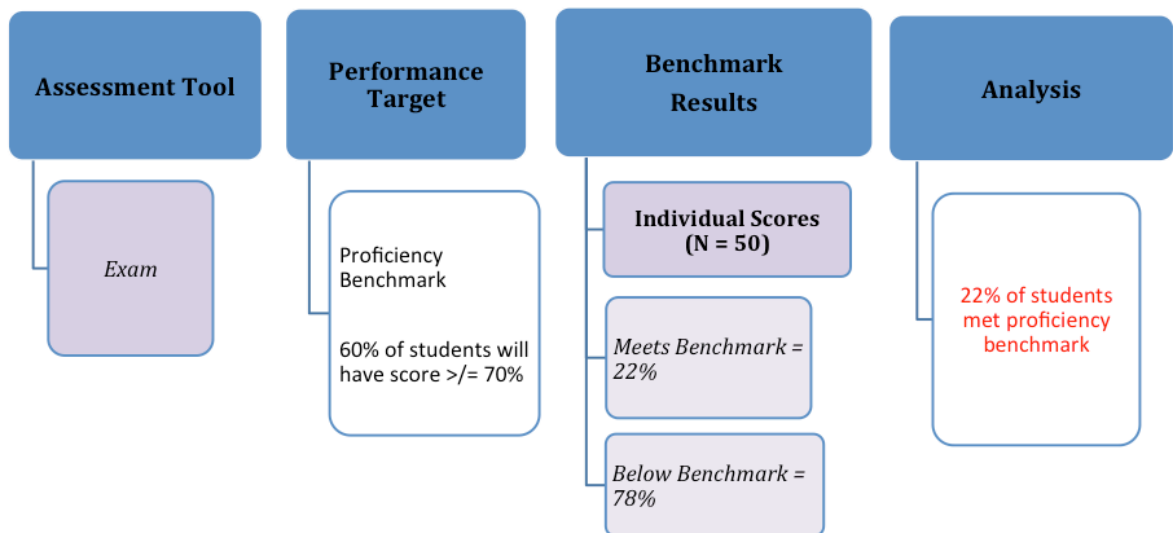
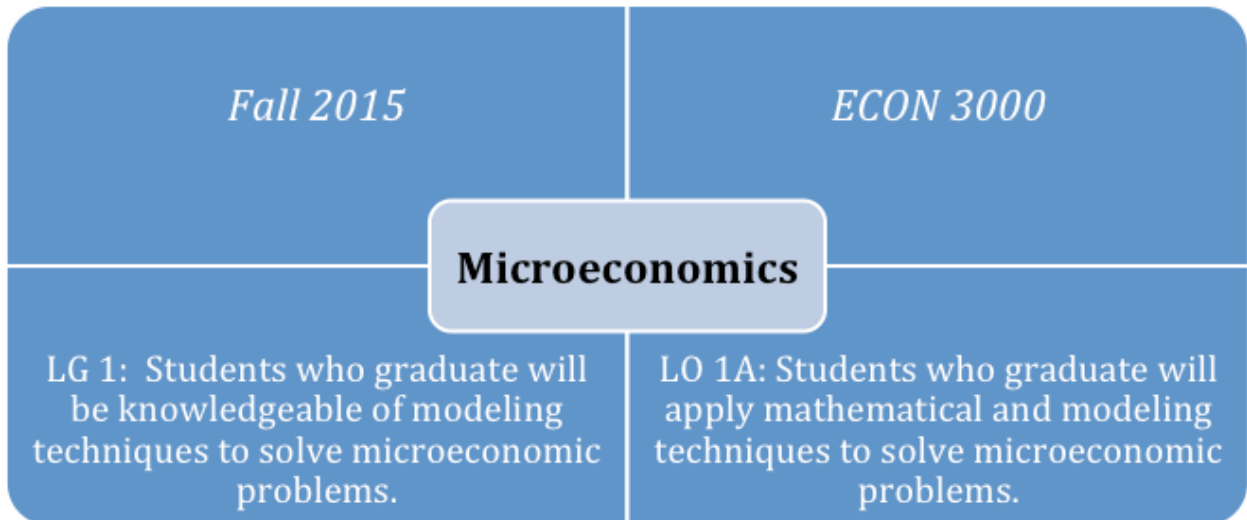
As depicted in the graphics, our students' overall Microeconomics scores did not meet performance targets. Proficiency benchmarks were set at 60% of students receiving a score equal to or greater than 70%. Findings show only 22% of students met the proficiency benchmark.



## **APPENDIX:**

### One-Page Summaries

## Learning Objective 1A: Microeconomics – Fall 2015



End of Report