



College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Policy Arguments
Winter 2016

BA ECONOMICS

PLO4; L04A

BA ECON Learning Goal 4: Students who graduate will be effective communicators as it pertains to arguments grounded in economic theory.

CBE Learning Objective 4A:

Students who graduate will construct coherent economic policy arguments, grounded in economic theory.

Mapped Course: ECON 4400

Curriculum Alignment: This is a core course and is required for completion of degree.

Introduction to Econometrics: Applications of statistical techniques to obtain quantitative estimates of relationships suggested by economic analysis. Prerequisites include ECON 2301, ECON 2302; STAT 2010 or STAT 1000.

Participating Faculty: 1 faculty member.

Methods & Procedures:

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.

Assessment Measurement Tool Used:

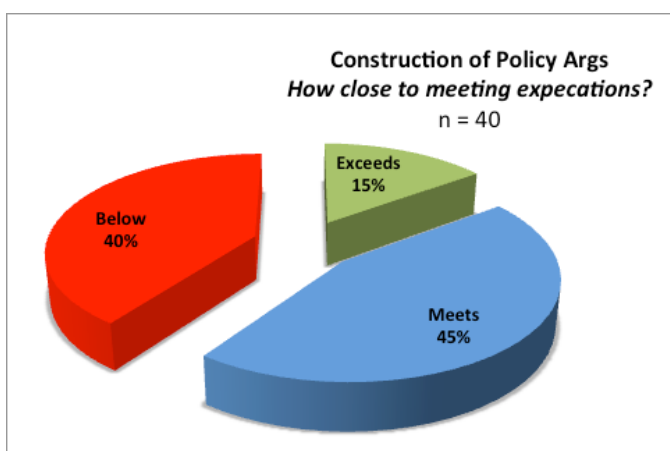
Direct measurement – Course-embedded – Assignment.

Status of Assessment: Completed.

Artifacts Archived: Yes.

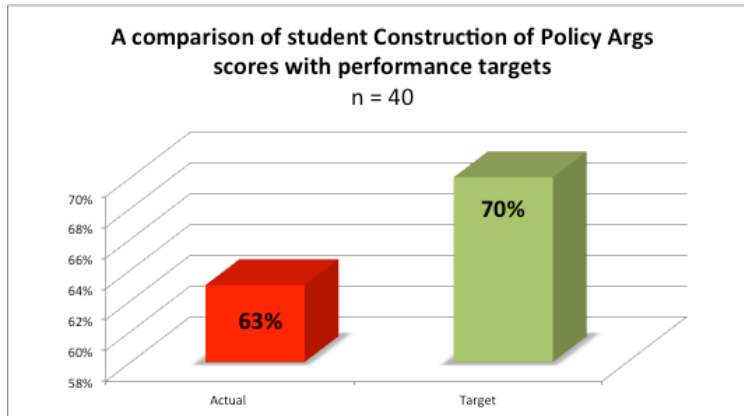
Performance Targets: Proficiency Benchmark = 70% of students will meet/exceed expectations.

Data Summary & Analysis:

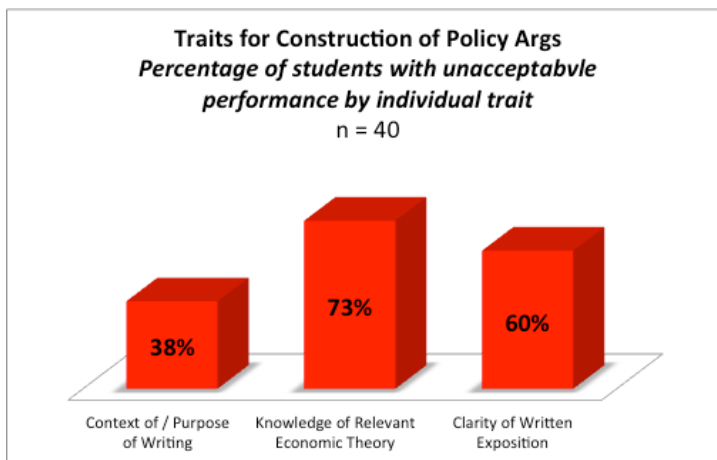


Overall Score	
By Learning Objective	Learning Objective:
Exceeds	15%
Meets	45%
Below	40%

As depicted in the graphics, our students' overall *Construction of Policy Arguments* scores did not meet performance targets. Proficiency benchmarks were set at 70% of students falling under Meeting or Exceeding expectations. Findings show 60% of students assessed met or exceeded expectations.

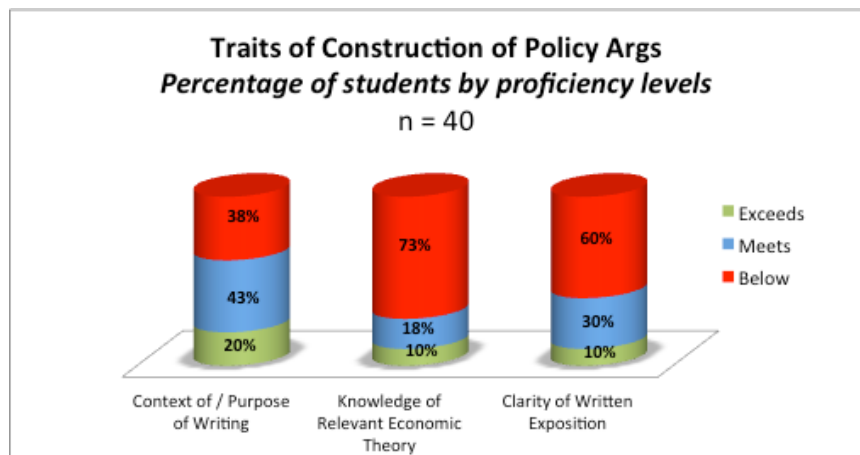


With regard to the individual components of *Construction of Policy Arguments* that are described on the rubric, our proficiency benchmark was set at less than 10% of our students scoring “below expectations” on any single trait assessed.



Findings show students did not meet proficiency benchmarks for all three individual traits: (T1) *Context of/Purpose of Writing*, (T2) *Knowledge of Relevant Economic Theory*, and (T3) *Clarity of Written Exposition*.

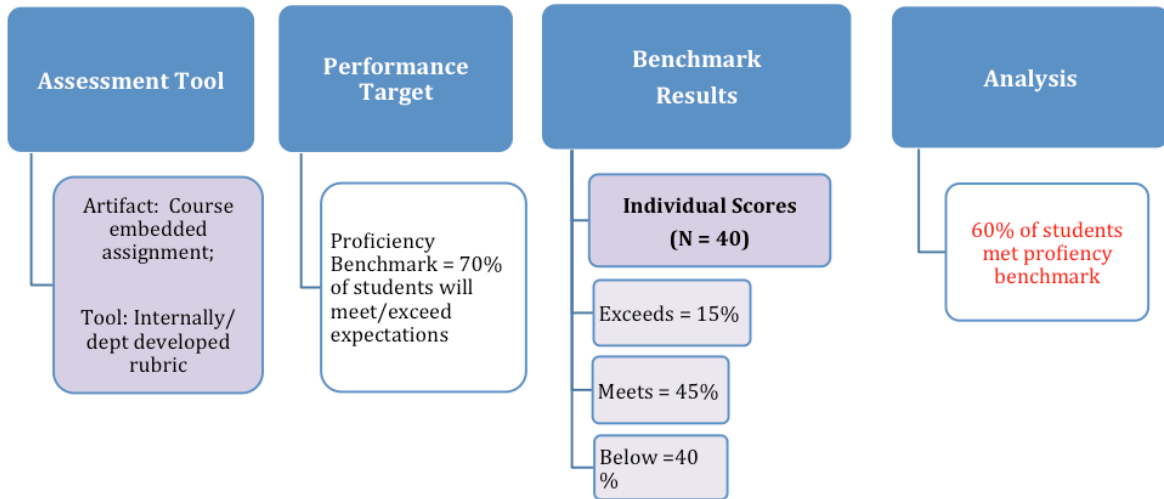
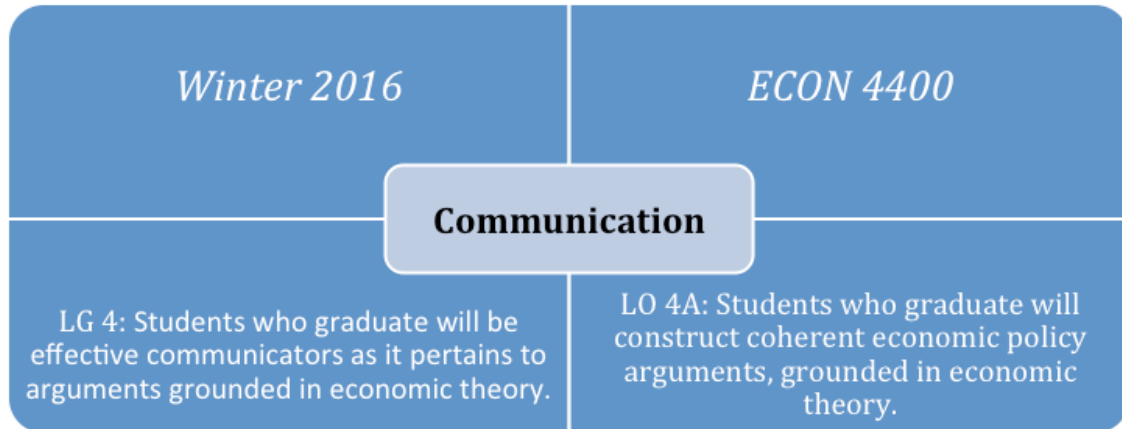
Students were weakest in *Knowledge of Relevant Economic Theory* with a large majority of students found to be below expectations. More than half of the students scored a “1” on *Clarity of Written Exposition*. A little over one-third of the students failed to meet proficiency benchmarks for *Context of/Purpose of Writing*.



APPENDIX:

One-Page Summaries

Learning Objective 4A: Construction of Policy Arguments



End of Report