CALIFORNIA STATE UNIVERSITY
EAST BAY

College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Statistical Analysis
Winter 2016

BA ECONOMICS

PLO3; LO3A

Office of Assurance of Learning
P: 3.21.17

BA ECON Learning Goal 3: Students who graduate will be competent in the use of modern statistical packages to analyze data

CBE Learning Objective 3A:
Students who graduate will analyze research data using modern statistical software packages.

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.

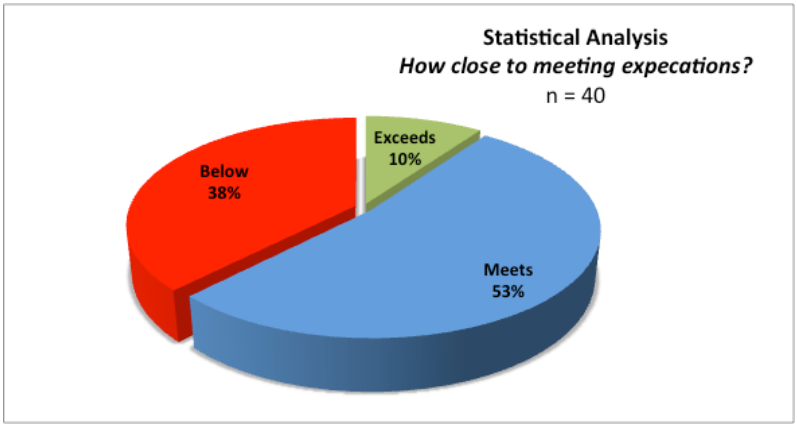
Assessment Measurement Tool Used:
Direct measurement – Course-embedded – Assignment.

Status of Assessment: Completed.

Artifacts Archived: Yes.

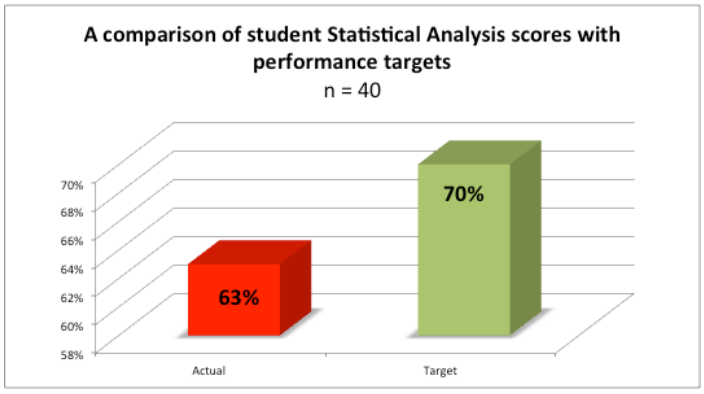
Performance Targets:
Proficiency Benchmark = 70% of students will meet/exceed expectations.

Data Summary & Analysis:

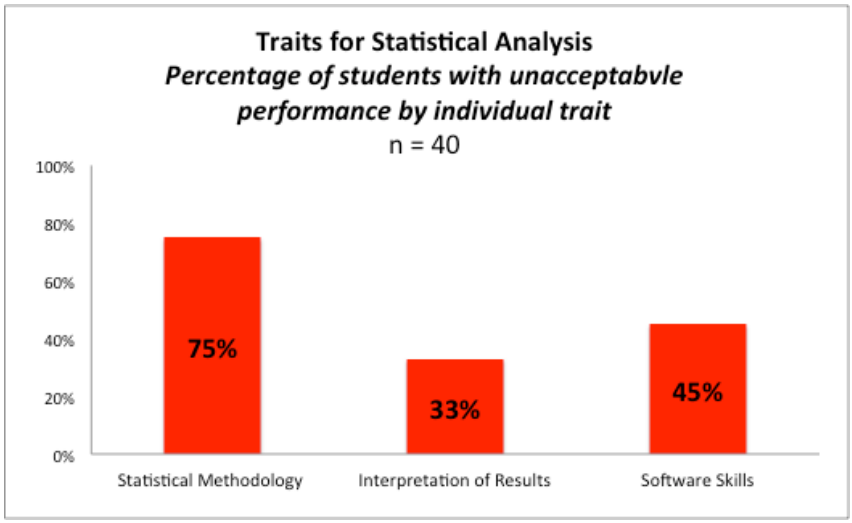


Overall Score	
By Learning Objective	Learning Objective:
Exceeds	10%
Meets	53%
Below	38%

As depicted in the graphics, our students' overall Statistical Analysis scores did not meet performance targets. Proficiency benchmarks were set at 70% of students falling under Meeting or Exceeding expectations. Findings show 63% of students assessed met or exceeded expectations.

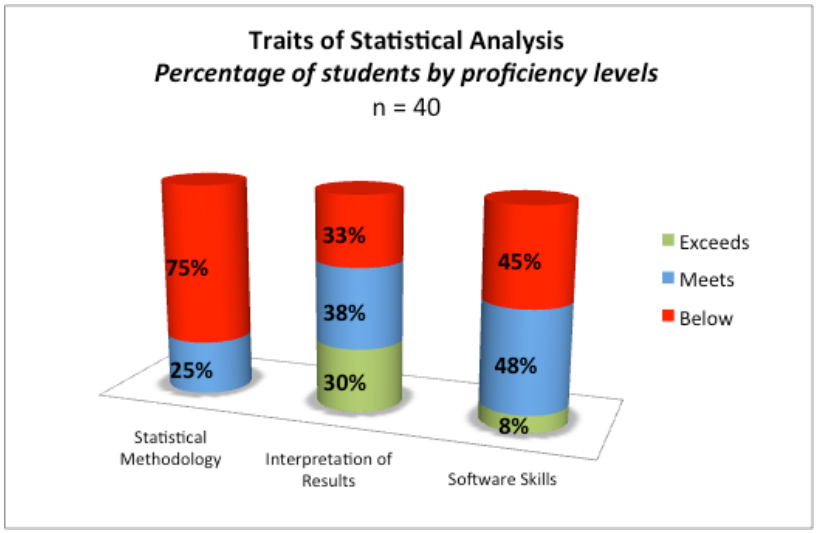


With regard to the individual components of Statistical Analysis that are described on the rubric, our proficiency benchmark was set at less than 10% of our students scoring "below expectations" on any single trait assessed.



Proficiency benchmark: < 10% of students scoring below expectations on any single trait.

Findings show students did not meet proficiency benchmarks for all three individual traits: (T1) Statistical Methodology, (T2) Interpretation of Results, and (T3) Software Skills.

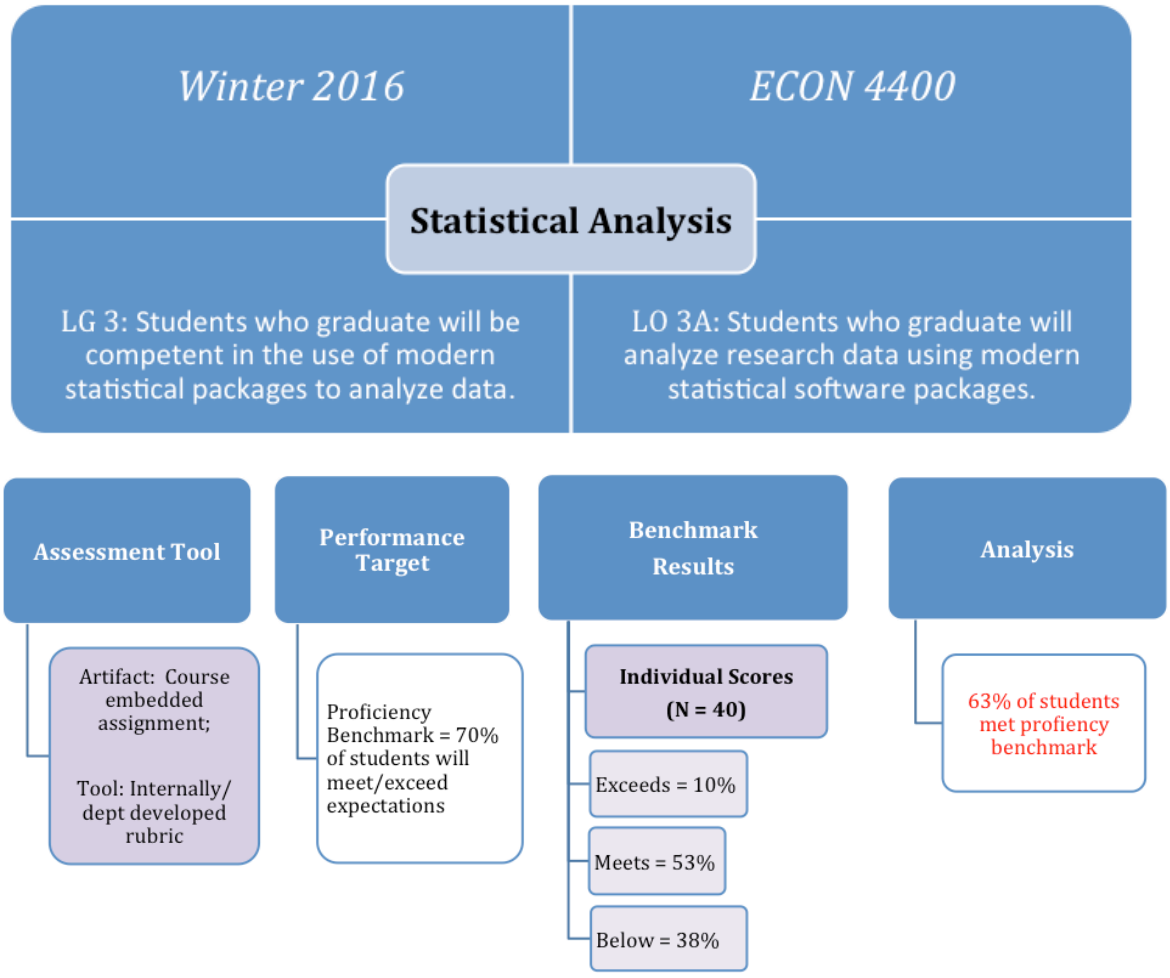


Students were weakest in *Statistical Methodology* with a large majority of students found to be below expectations. Almost half the students scored a "1" on *Software Skills*. About one-third of the students failed to meet proficiency benchmarks for *Interpretation of Results*.

APPENDIX:

One-Page Summaries

Learning Objective 3A: Statistical Analysis – Winter 2016



End of Report