



College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Statistical Analysis
Winter 2017

BA ECONOMICS

PLO3; L03A

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.

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

The assignment is to write a short paper investigating the effect of alcohol consumption on labor market outcomes. This will be done by analyzing data from the NLSY on labor market outcomes, alcohol consumption, and assorted demographics for individuals from 1989 and 1994. Using econometric techniques studied in the class, and the program STATA, students will assess how labor market outcomes are affected by alcohol consumption, and then write a short paper on their results.

Status of Assessment: Completed.

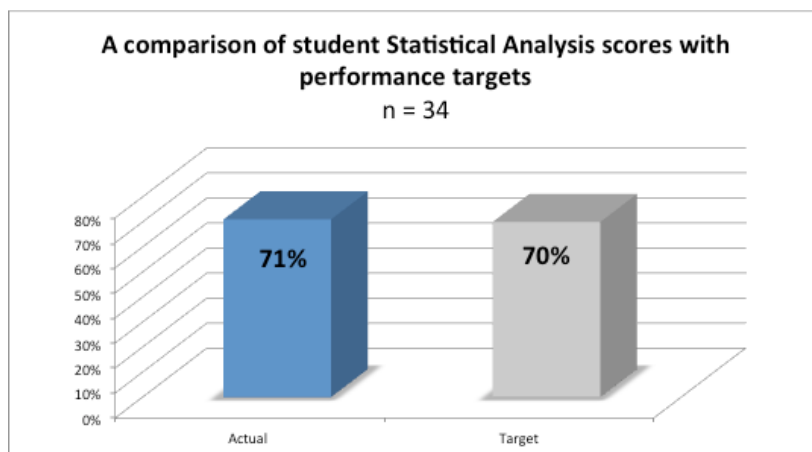
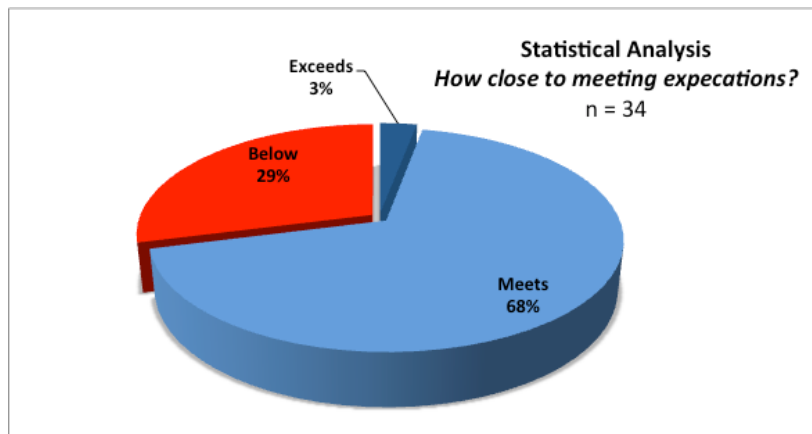
Artifacts Archived: Yes.

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

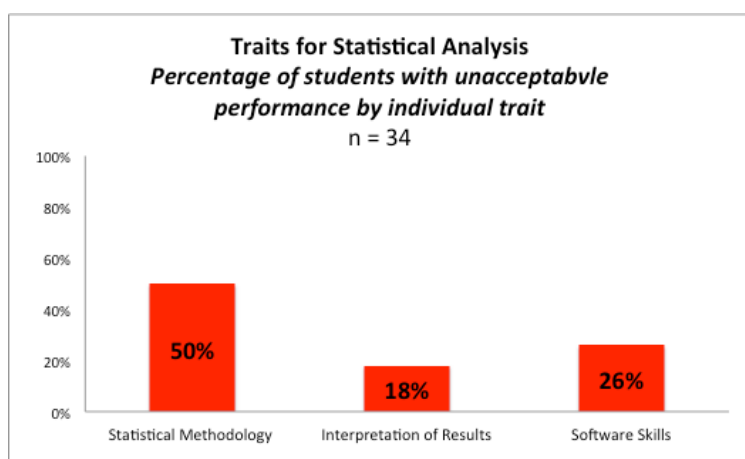
Data Summary & Analysis:

As depicted in the graphics, our students' overall Statistical Analysis scores did meet performance targets. Proficiency benchmarks were set at 70% of students falling under Meeting or Exceeding expectations. Findings show 71% of students assessed met or exceeded expectations.

Overall Score	
By Learning Objective	Learning Objective:
Exceeds	3%
Meets	68%
Below	29%



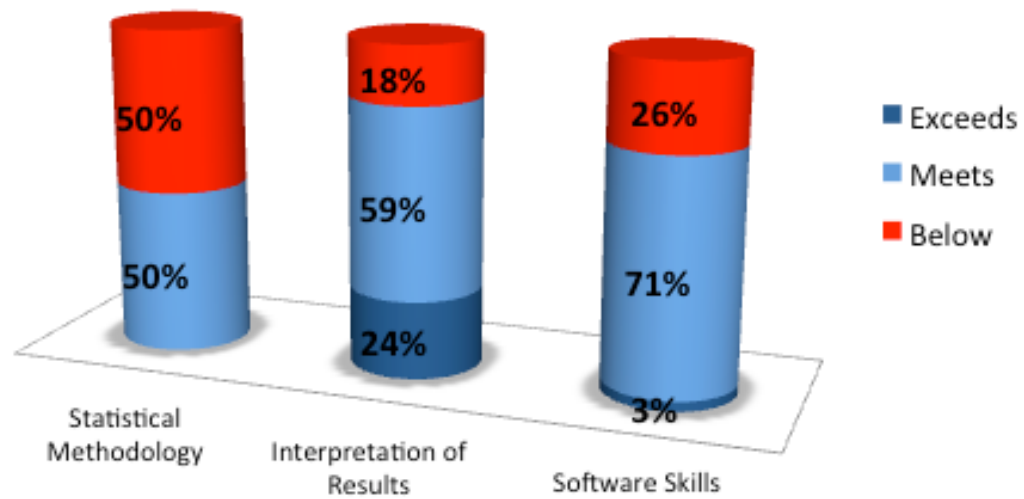
With regard to the individual components of Statistical Analysis that are described on the rubric, our proficiency benchmark was set at less than 10% of our students scoring “below expectations” on any single trait assessed.



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

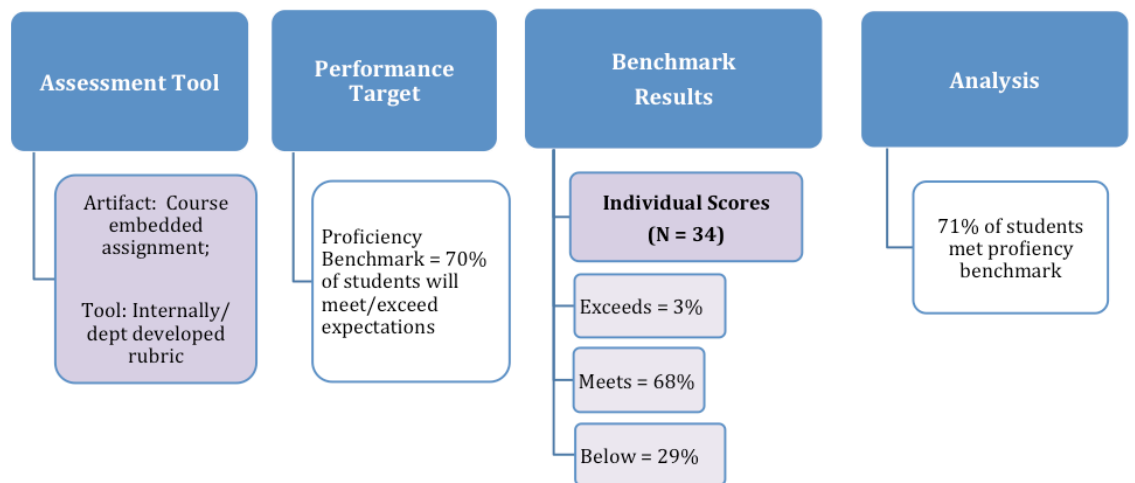
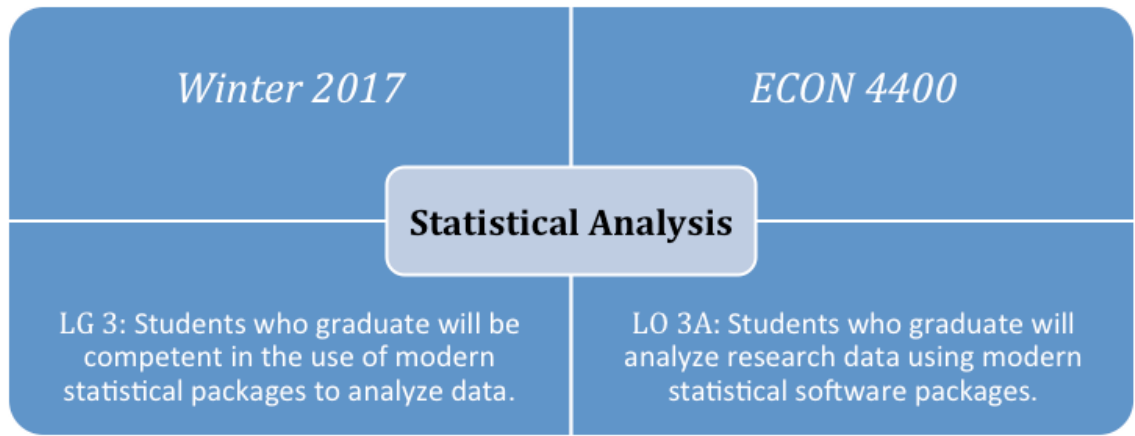
Traits of Statistical Analysis
Percentage of students by proficiency levels

n = 34



APPENDIX:
One-Page Summaries

Learning Objective 3A: Statistical Analysis



End of Report