CALIFORNIA STATE
UNIVERSITY
EAST BAY

College of Business & Economics

Assurance of Learning

Program Learning Objective (PLO): Policy Arguments
Winter 2017

BA ECONOMICS

PLO4; LO4A

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.

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.
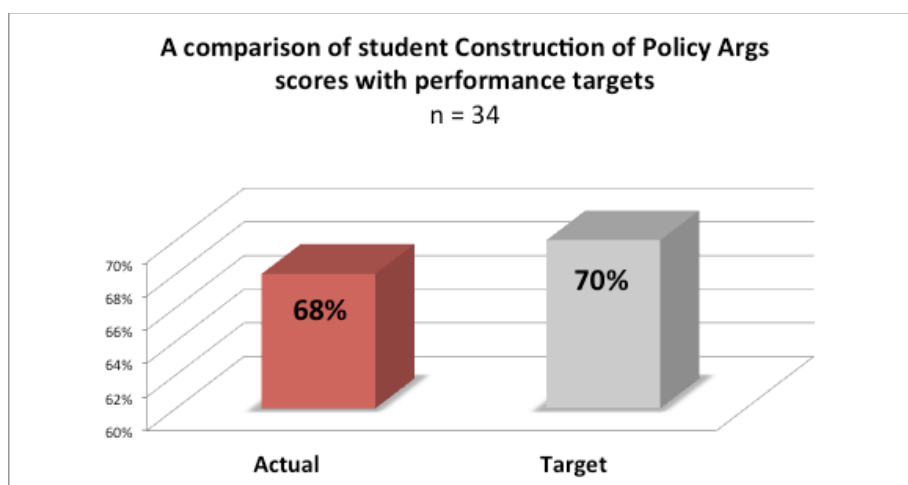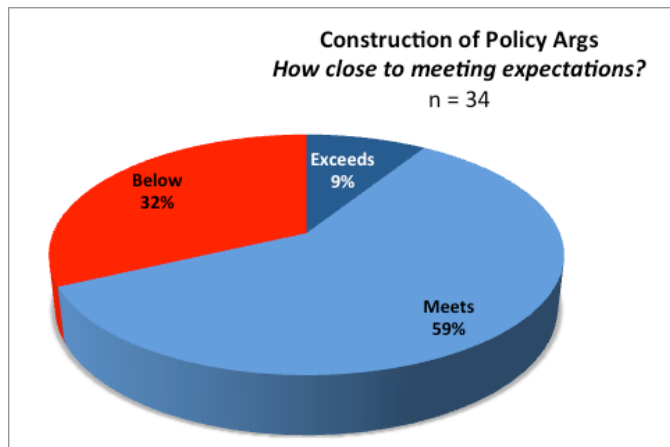
Status of Assessment: Completed.

Artifacts Archived: Yes.

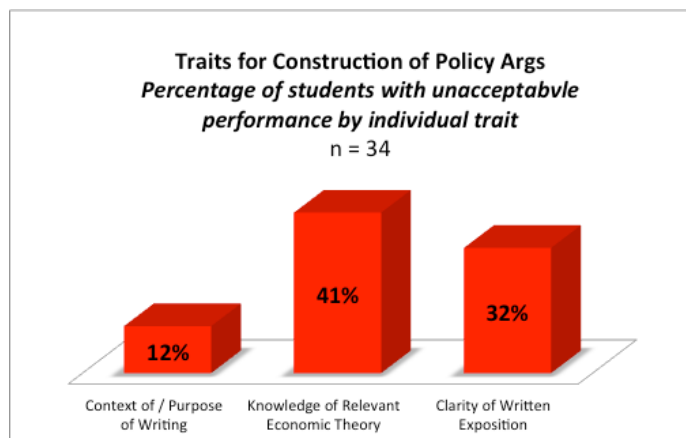**Performance Targets:** Proficiency Benchmark = 70% of students will meet/exceed expectations.

Data Summary & Analysis:

As depicted in the graphics, our students' overall *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 68% of students assessed met or exceeded expectations.

Overall Score	
By Learning Objective	**Learning Objective:**
Exceeds	9%
Meets	59%
Below	32%

Construction of Policy Args
How close to meeting expectations?
n = 34

Exceeds
9%

Below
32%

Meets
59%

A comparison of student Construction of Policy Args scores with performance targets
n = 34

68%	70%
Actual	Target

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.
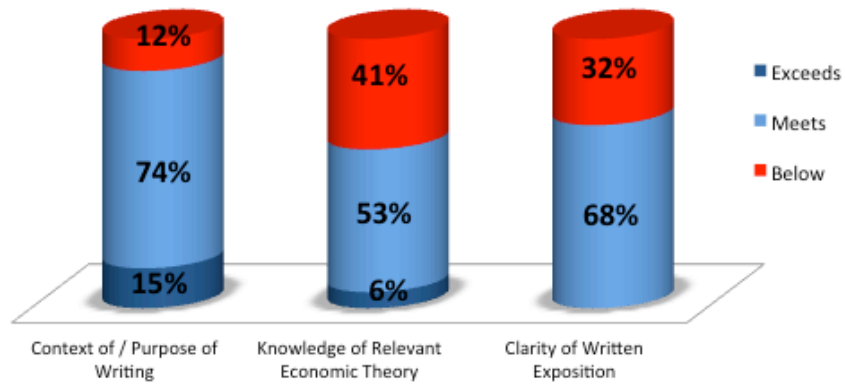
Traits for Construction of Policy Args
Percentage of students with unacceptabvle performance by individual trait
n = 34

12%
Context of / Purpose of Writing

41%
Knowledge of Relevant Economic Theory

32%
Clarity of Written Exposition

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.
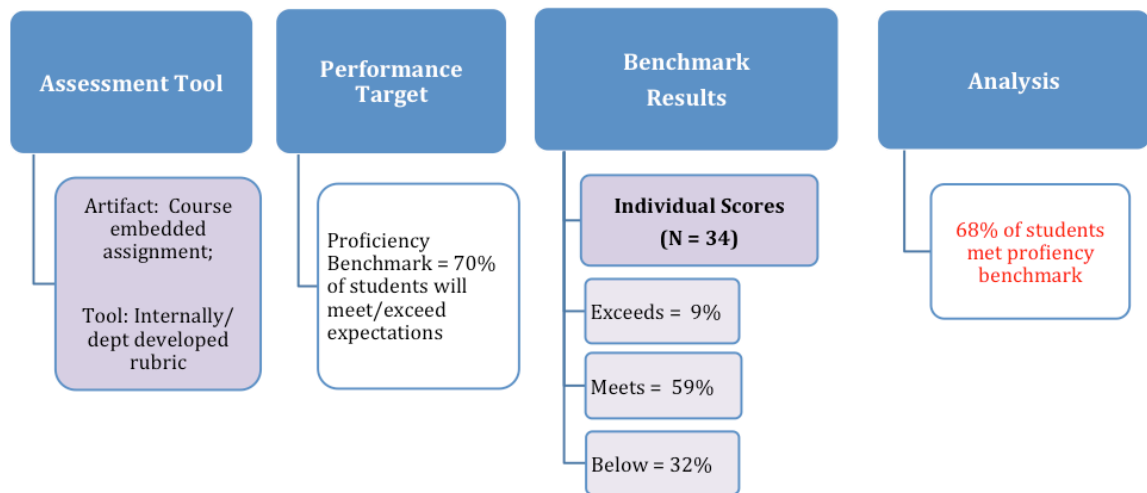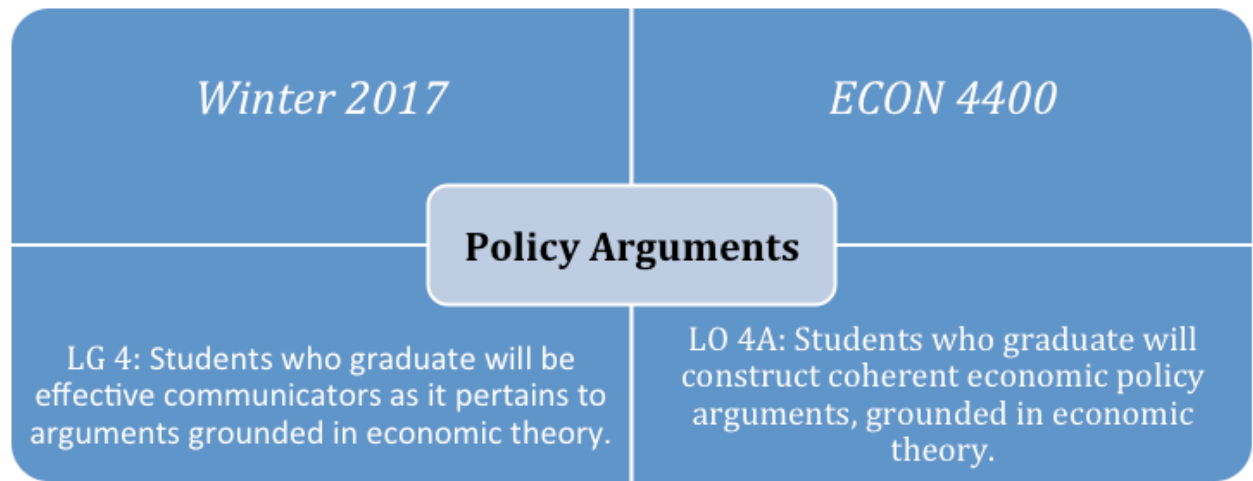
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Traits of Construction of Policy Args
Percentage of students by proficiency levels
n = 34

APPENDIX:

One-Page Summaries

Learning Objective 4A: Construction of Policy Arguments

Winter 2017	ECON 4400
Policy Arguments	
LG 4: Students who graduate will be effective communicators as it pertains to arguments grounded in economic theory.	LO 4A: Students who graduate will construct coherent economic policy arguments, grounded in economic theory.

Assessment Tool

Artifact: Course embedded assignment;

Tool: Internally/ dept developed rubric

Performance Target

Proficiency Benchmark = 70% of students will meet/exceed expectations

Benchmark Results

Individual Scores (N = 34)

Exceeds = 9%

Meets = 59%

Below = 32%

Analysis

68% of students met profiency benchmark

End of Report