CBE AOL Closing the Loop Form

Program: BS Economics  Date: 5/4/20

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

Learning Objective: 3A. Students who graduate will construct coherent economic policy arguments, grounded in economic theory.

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Closing-the-Loop

2. Review previous LO assessment data and improvement actions taken since then in the AOL Summary Report.
3. Document below the effectiveness of past improvement actions in improving student learning or the AOL process (this is what is known as “closing-the-loop”).

| Results from Fall 2018 reveal that 75% of 25 students met or exceeded the benchmark. This compares to 69% from Winter 2017 and 50% from Winter 2016. The improved assessment results are evidence that adding an empirical exercise with a write-up in Winter 2016, one of the improvement actions, was effective. Also, homeworks were augmented to include empirical analyses similar to the final project for which assessment is based. Unfortunately, three major program changes targeted at this LO have not yet been assessed. These changes are discussed in detail below. |

4. Document below your evaluation of current LO assessment data compared to the benchmark and the need for new improvement actions. Consider not just the overall average LO score but also score on individual traits shown in the Assessment Report and derived from the LO rubric.

| Though 75% of students met or exceeded expectations, deeper analysis of individual traits reveals scope for improvement. Only 4% exceeded expectations on the “Statistical Methodology” trait and only 8% exceeded expectations on the “Software Skills” trait. |

| In part to address related concerns, the Economics program at CSUEB was transformed beginning Fall 2018 to include (1) an additional required class in mathematics and statistics (ECON 210) to develop students' familiarity in statistics prior to taking ECON 310, and (2) a required introductory programming class to allow more sophisticated software use in ECON 310, and (3) a second required course in econometrics following ECON 310 (ECON 499) to further develop students’ statistics and software/programming skills. |

| Unfortunately, students in the revised BS Economics program were not part of the most-recent round of assessments (fall 2018) so it is not possible to identify the impact of these changes at this point. Below, we identify one additional improvement action that will be implemented beginning in fall 2020. |

5. Record below a list of recommended course-level or programmatic actions to improve student learning or the AOL process.
   a. Sort the list from most recommended to least.
   b. Given our mature AOL system, ideas should not be limited to just AOL system improvements.
   c. For each improvement action proposal, list the project leader, timeline to completion, required resources, expected ease of implementation (hard, medium, easy), and expected impact on student learning (low, medium, high).
   d. You may use ease of implementation and impact on student learning to rank improvements.
   e. There is no guarantee that improvement ideas will be approved. They need to be reviewed by the program director, curriculum committee and dean.

* Replace Stata with the Python programming language in ECON 310 and 499. Since many students take CS 100: Programming for Everyone to satisfy the BS Economics programming requirement, and this course teaches Python, using a consistent programming language throughout the program will hopefully improve students' software skills (trait 3). The project leader will be Joseph Kuehn. The transition will occur in fall 2020. The expected impact is likely to be large since knowledge of Python is valued by potential employers. Additional resources will be small since Python is freely available to students, and is installed on campus computers.