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: 4A. Students who graduate will construct coherent economic policy arguments, grounded in economic theory.

Program Director: Eric Fricke

Faculty Members: Jed DeVaro, Wesley Blundell, Filippo Rebessi, Jung You, Christian Roessler, Ryan Lampe, Kai Dig, James Ahiakpor, Joseph Kuehn, Gregory Christainsen

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 77% of 25 students met or exceeded the benchmark. This compares to 72% from Winter 2017 and 44% 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. Unfortunately, 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 77% of students met or exceeded expectations, deeper analysis of individual traits reveals scope for improvement. 28% cf students were below expectations in “Knowledge of Relevant Economic Theory” trait and 32% of students were below expectations on the “Clarity of Written Exposition” trait.

In part to address related concerns, the Economics program at CSUEB was transformed beginning Fall 2018 to include a second required course in econometrics following ECON 310 (ECON 499) to further develop students’ statistics and software/programming skills. In the course, students submit 4-5 large empirical assignments that further develop their understanding of econometrics and, relevant to this LO, allow them to practice communicating their results clearly.

Unfortunately, ECON 499 was not offered for the first time until spring 2020 so we are not able to assess the effectiveness of this significant program change. At this point, we will not consider further improvement actions until feedback from ECON 499 becomes available.

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.

None.