**Economics BA/BS – Programmatic Learning Outcomes Assessment  
Revised 12/15/16**

The faculty of the Department of Economics, in a general meeting in March 2016, approved programmatic Expected Learning Outcomes in three general categories: Knowledge Base; Scientific Inquiry, Critical Thinking and Quantitative Reasoning; and Communication Skills and Professional Development. Successful performance in each of these categories ensures that a graduating major understands deeply the key concepts of the discipline; can apply those concepts, along with quantitative tools, to phenomena in the world in order to draw conclusions about theory and policy; and can communicate their understanding and insights in a professional and persuasive way.

**Assessment:**

As our pilot effort at learning outcomes assessment, in 2016-17 we will collect artifacts relating to our learning outcomes from the core theory courses (Econ 2010, 2020, 4010, 4020) and the “focus area” courses (4650, 5050, 5060, 5080, 5400, 5410, 5420, 5430, 5460, 5470). These artifacts will include specific exam questions, papers, problems sets (or specific questions from problem sets), and other assignments. In this first round, we will collect de-identified examples of “poor, adequate, and excellent” student performance for each detailed learning outcome to help assessors (faculty members on the Undergraduate Curriculum Committee) develop benchmarks and rubrics for evaluating student performance, and to help us understand which courses and assignments provide the most insight on student performance. In subsequent rounds, we will collect a random sample of de-identified student work from the courses and assignments that are found to be most useful for this exercise. The Undergraduate Curriculum Committee will assess these artifacts each May and submit a report of their findings, with recommendations for potential improvement in courses and in ELO assessment procedures, to the chair by June 30.

**Expected Learning Outcomes**

1. **Knowledge base**:

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how economic principles apply to socio-economic problems. Students completing *Principles* courses should demonstrate breadth of their knowledge and application of economic ideas to simple problems; students completing a baccalaureate degree should show depth in their knowledge and application of economic concepts and frameworks to problems of greater complexity.

* 1. *Describe key concepts, principles, and overarching themes in economics.*

***Artifacts to be collected from***

***Econ 2010***

***Econ 2020***

***Econ 4010***

***Econ 4020***

* 1. *Differentiate fields and describe relevant applications.*

***Artifacts to be collected from***

***Econ 2010***

***Econ 2020***

***Econ 4010***

***Econ 4020***

* 1. *Define and distinguish schools of thought.*

***Artifacts to be collected from***

***Econ 2010***

***Econ 2020***

***Econ 4010***

***Econ 4020***

***History FA courses***

***Doctrines FA courses***

1. **Scientific inquiry, critical thinking and quantitative reasoning**:

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. Students completing *Principles* courses should learn basic skills and concepts in describing economic phenomena, evaluating economic policy and critically examining societal interactions; students completing a baccalaureate degree should argue on these matters based on theory, formal models and empirical evidence.

* 1. *Use scientific reasoning to interpret economic phenomena.*

***Artifacts to be collected from***

***Econ 2010***

***Econ 2020***

***Econ 4010***

***Econ 4020***

***Econ 4650***

* 1. *Demonstrate literacy in basic quantitative methods.*

***Artifacts to be collected from***

***Econ 2010***

***Econ 2020***

***Econ 4010***

***Econ 4020***

***Econ 4650***

* 1. ***Critically evaluate economic theories and their policy implications.***

***Artifacts to be collected from***

***Econ 2010***

***Econ 2020***

***Econ 4010***

***Econ 4020***

***History FA courses***

1. **Communication skills and professional development**

Students should demonstrate competence in writing, oral, and interpersonal communication skills. These skills are mainly developed in advanced major courses. Students completing a baccalaureate degree should demonstrate the ability to write a cogent scientific argument, explain scientific results, and develop these skills at greater depth. These skills refer to abilities that sharpen student readiness for postbaccalaureate employment, graduate school, or professional school.

* 1. *Demonstrate effective writing for different purposes.*

***Artifacts to be collected from***

***History FA courses***

***Doctrines FA courses***

* 1. *Demonstrate effective presentation design.*

***Artifacts to be collected from***

***History FA courses***

***Doctrines FA courses***