Assessment Type: General Learning Outcome

Name: Maille, Peter

Program: Philosophy, Politics and Economics

Prefix / Course Number: ECON / 201

High Impact Practice (HIP):
- First Year Experience
- Leadership Training
- University Writing Requirement
- Undergraduate Research
- Service Learning / Community-Based Learning
- Performance
- Capstone Project

Learning Outcome: Critical Thinking

Assessment Method/Tool: Rubric

<table>
<thead>
<tr>
<th>Measurement Scale: 1 - 3</th>
<th>Sample Size: 34</th>
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<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Developing (# of students)</th>
<th>Adequate (# of students)</th>
<th>Proficient (# of students)</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>1. Identifies and explains issues</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
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<tr>
<td>2. Recognizes contexts and assumptions</td>
<td>6</td>
<td>17.6%</td>
<td>15</td>
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<tr>
<td>3. Acknowledges multiple perspectives</td>
<td>0</td>
<td>0.0%</td>
<td>0</td>
</tr>
<tr>
<td>4. Evaluates evidence to reach conclusions</td>
<td>6</td>
<td>17.6%</td>
<td>15</td>
</tr>
</tbody>
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Averages: (based on 34 student sample size)
- Developing: 3 8.8%
- Adequate: 7.5 22.1%
- Proficient: 23.5 69.1%

Benchmark: Institutional benchmark goal for percent of students to meet "Adequate" or "Proficient" levels

Percent Achieving Benchmark: Actual percent of students meeting "Adequate" or "Proficient" levels
Thinking of the 4 market structures and their underlying assumptions:

a. If a firm enjoyed an economic profit over the course of many many years, what type of market structure would this probably be? Please explain.

b. If you lived in a town where the barber shops seemed to offer competing special deals at the same time, what type of market structure would this probably be? Please explain.

c. Thinking of the grocery stores in your town, what market structures would you assign to them? Please explain.

These were questions imbedded in the second exam for the course. The first two were worth 1 point each, and the second was worth 2 points. Scoring 0 or 1 resulted in "developing", scoring 2 or 3 resulted in "adequate" and scoring 4 resulted in "proficient".

A significant majority of the students scored adequate or proficient. Unfortunately, only two of the 4 traits were explicitly assessed. In addition, there were twice as many correct answers to question 2b as 2a. This disparity implies that there is a large difference between the difficulty of the question, despite the fact that they were designed to be roughly equal in difficulty. In addition, as one would expect there was a relationship between the score on these questions and students overall course grade.

Most importantly, this type of question will become integrated into the course. As these questions appear on practice problems and class discussions, I expect students to develop their ability to recognize and understand the important economic processes that surround them.