# Assessment tables example: Major in Philosophy, Politics and Economics

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| Program Learning Outcomes Table | |
| Program Learning Outcome | Assessment Methodology |
| MLO1. Grasping the main concepts, approaches and theories within philosophy, politics and economics. | Evaluating final essay of the capstone EC/PL/PO3037 course according to the following questions:  Q1: Do students exhibit a solid understanding of relevant economic, political and philosophical concepts?  Q2: Are students able to employ economic, political and philosophical theories in their development of arguments? |
| MLO2. Ability to discern the assumptions and logics of distinct types of social scientific reasoning, to see how different modes of analysis interact, and what their respective merits and limits are. | Evaluating final essay of the capstone EC/PL/PO3037 course according to the following questions:  Q3: Are students able to juxtapose different kinds of reasoning (economic, political and philosophical) in their assessment of phenomena and arguments?  Q4: Are students able to differentiate normative and analytical forms of argumentation in a coherent manner? |
| MLO3. Ability to structure and analyze complex phenomena from different perspectives, and to evaluate policy choices and outcomes according to different criteria or logics. | Evaluating final essay of the capstone EC/PL/PO3037 course according to the following questions:  Q5: Are students able to reduce the complexity of the question in a systematic manner?  Q6: Are students able to develop policy recommendations in response to observed problems or challenges? |

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| **Politics, Philosophy, and Economics Alignment Matrix** | | | |
| **Institutional learning outcome / Program learning outcome** | …main concepts… | …comparative reasoning and analysis… | …complex phenomena… |
| Independent, creative thinkers |  | The ability to discern the assumptions and logic of distinct types of social scientific reasoning facilitates the construction of novel solution to contemporary societal challenges. | The capacity to structure and analyze complex phenomena from different perspectives. |
| Engaged, lifelong learners |  | The capacity to see how different modes of analysis interact, and what their respective merits and limits fosters continuous learning. |  |
| Responsible actors and empowered leaders | Familiarity with the main concepts, approaches and theories within philosophy, politics and economics is a powerful tool for actors and leaders. |  | The habit of evaluating policy choices and outcomes according to different criteria or logics. |
| Adaptable communicators with a global perspective | Effective communicators must have a grasp of the principal economic, political, and philosophical viewpoints of their subject and audience. |  |  |

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| Program - Course Sequence Table | | | | | | | | | |
| Program Learning Outcome/ Program Core Course | PO1010 | PL/PO2003 | EC2010 | EC2020 | PO2015  PO2031 | EC/PL/PO  2060 | PL/PO2071  PL/PO3076  PL2041 | EC/PL/PO  3037 | ELECTIVES GROUP |
| MLO1 | I | P,D | I | I | P | P | P | D | P,D |
| MLO2 | I | P,D |  | I | P | P | P | D | P,D |
| MLO3 | I | P,D | I | I | P | P | P | D | P,D |

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| Program – Course alignment table | | | |
| Program learning outcomes/ Course learning outcomes | MLO1 | MLO2 | MLO3 |
| EC2010 | "The analysis of the fundamentals of economic thinking, using production possibility frontiers to explain, scarcity, choice, efficiency and opportunity costs." | "Familiarizing students with the meaning, graphical presentation and mathematical expression of demand and supply curves; how are they constituted, how do they shift, equilibrium as well as disequilibrium prices and quantities" | "The mathematical and graphical explanation and analysis of elasticity and its microeconomic significance." |
| EC2020 | "The analysis of the fundamentals of economic thinking, using production possibility frontiers to explain, scarcity, choice, efficiency and opportunity costs" / "Study of fiscal and monetary policies, significance of money, banking | "Familiarizing students with the meaning and primarily the graphical presentation of the concepts of aggregate demand and aggregate supply curves: movements and shifts." | "Students would have to distinguish the tools of aggregate demand and supply: price, quantity and real gross domestic product" |
| EC/PL/PO4037 | develop a systematic understanding of how property relations, socio-economic systems and distributive outcomes are linked / train their abilities to differentiate and employ normative (“what is distributional justice?”) and analytical (“what are the origins of inequality?”) forms of argumentation in a coherent manner | Students will deepen their understanding of how the three disciplines of Philosophy, Politics, and Economics interact and differ in their approaches to political economy; |  |
| EC/PO/PL2060 | "To grasp and express core concepts in economic theory, philosophy, and political science related to the justification and critique of the commons and the market;" | "To analyze, differentiate and evaluate conceptual, empirical, and normative arguments about the commons and the market in modern societies;" | "How to convincingly argue for one’s own position regarding the importance of the commons and the market in modern societies;" |
| PL/PO2003 | "Mastery of key concepts" | "Development of rigorous, critical thinking about the political" | "Competence in written and oral exposition of philosophical and political concepts" / "(Written expression) Write a philosophy essay, focusing on the clear presentation of a critical analysis of a primary text so as to produce an argument that answers a philosophical question." |
| PO1012 | Students will learn the structures and dynamics in international/world politics / Students will learn the essential concepts, theories and methods in international social theory | Students will learn to use theory to develop critical arguments / Students will learn to engage constructively in discussions about politics by substantiating normative viewpoints with analytical rigor and empirical evidence / Students will learn to understand the basics of political theory and social scientific enquiry |  |
| PO2015 |  | "They should be able to define key concepts of comparative politics and should be familiar with contemporary theories of the discipline." | "Students should be able to analyse current affairs from three levels of analysis (structural, political and governmental)." / "They should be able to compare political institutions, norms and cultures across and within regions of the world, and should be in a position to reasonably evaluate them." |
| PO2031 | "To improve the understanding of world politics." / "To explore the origins and causes of cooperation and conflict." / "To acquire a better understanding of the foreign policy decision-making process and the factors which shape foreign policy." |  | "To improve skills of historical and political analysis." / "To improve written communication skills. Lucid, well-structured written work." |