

Course Student Learning Outcomes Assessment

ECON 101 Principles/Micro

**Created on: 07/29/2013 01:02:00 PM PST
Last Modified: 03/13/2015 01:49:28 PM PST**

Table of Contents

General Information	1
Standing Requirements	2
Course Description.....	2
Course Student Learning Outcomes.....	2
2014-2015 Assessment Cycle	3
Measurements.....	3
Findings.....	3
Plans of Action.....	5
Status Reports.....	8
2013-2014 Assessment Cycle	12
Measurements.....	12
Findings.....	12
Plans of Action.....	14
Status Reports.....	17
2012-2013 Assessment Cycle	20
Measurements.....	20
Findings.....	20
Plans of Action.....	22
Status Reports.....	24

General Information (Course Student Learning Outcomes Assessment)

Standing Requirements

📖 Course Description

Introduction to microeconomics, including basic economic concepts, analysis of markets, efficiency, consumer and firm behavior, industry structures, market failure, and resource markets. For economics, business, and certain engineering and computer science majors.

📖 Course Student Learning Outcomes

ECON 121 Principles/Micro Outcome Set

Outcome

Outcome

SLO 1
Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

SLO 2
Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

Mapping

Institutional Student Learning Outcomes: Act 1, Act 2, Act 3, Communicate 2, Communicate 3, Learn 1, Learn 2, Learn 3, Think 2, Think 3

Institutional Student Learning Outcomes: Act 1, Act 2, Act 3, Communicate 2, Communicate 3, Learn 1, Learn 2, Learn 3, Think 2, Think 3

2014-2015 Assessment Cycle

Measurements

Outcomes and Measures

ECON 121 Principles/Micro Outcome Set

Outcome

SLO 1

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

▼ **Measure:** SLO Assessment Exam
Course level; Direct - Exam

Description of Measurement Tool: Multiple choice questions on dedicated SLO assessment exam
See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 5, 6, 7, 8

Criteria for Success: Individual & Collective Student Criterion: Individual: 3 of 4 questions correct

Collective: at least 70% of students achieving the individual criterion.

Cycle of Assessment: SLO 1 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

SLO 2

Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

▼ **Measure:** SLO Assessment Exam
Course level; Direct - Exam

Description of Measurement Tool: Multiple choice questions on dedicated SLO assessment exam

See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 9, 10

Criteria for Success: Individual & Collective Student Criterion: Individual: both questions correct

Collective: at least 70% of students achieving the individual criterion.

Cycle of Assessment: SLO 2 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

Findings

Finding per Measure

ECON 121 Principles/Micro Outcome Set

Outcome

SLO 1

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

▼ **Measure:** SLO Assessment Exam

Course level; Direct - Exam

Description of Measurement Tool: Multiple choice questions on dedicated SLO assessment exam

See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 5, 6, 7, 8

Criteria for Success: Individual & Collective Student Criterion: Individual: 3 of 4 questions correct

Collective: at least 70% of students achieving the individual criterion.

Cycle of Assessment: SLO 1 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

Findings for SLO Assessment Exam

Summary of Findings: 174 students across 4 sections were assessed. 120 students (69%) met the individual criterion for success for this outcome.

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: 69% of students meeting the individual criterion for success is close to the collective criterion of at least 70% of students achieving the individual criterion.

The ability to analyze and solve similar situational problems is strongly emphasized throughout the course. The data suggest that there is a significant group of students that is missing one of the main skills that the course aims to develop.

It is not clear if the breakdown is occurring specific to the course content or the ability to solve problems requiring abstract reasoning in general. The department's experience is that it is the latter case.

Recommendations: This result is almost the same as during the previous cycle.

The department will try to assess this outcome using more questions during the next (2015-2016) cycle. The department will also use questions embedded in exams rather than a separate stand-alone assessment.

SLO 2

Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

▼ **Measure:** SLO Assessment Exam

Course level; Direct - Exam

Description of Measurement Tool: Multiple choice questions on dedicated SLO assessment exam

See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 9, 10

Criteria for Success: Individual & Collective Student Criterion: Individual: both questions correct

Collective: at least 70% of students achieving the individual criterion.

Cycle of Assessment: SLO 2 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

Findings for SLO Assessment Exam

Summary of Findings: 174 students across 4 sections were assessed. 51 students (29%) met the individual criterion for success for this outcome.

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: 29% of students meeting the individual criterion for success is significantly less than the collective criterion of at least 70% of students achieving the individual criterion.

The ability to analyze and solve similar situational problems is strongly emphasized throughout the course. The data suggest that there is a significant group of students that is missing one of the main skills that the course aims to develop.

It is not clear if the breakdown is occurring specific to the course content or the ability to solve problems requiring abstract reasoning in general. The department's experience is that it is the latter case.

Recommendations: This result is significantly lower than during the previous cycle.

The department will try to assess this outcome using more questions during the next (2015-2016) cycle. The department will also use questions embedded in exams rather than a separate stand-alone assessment.

Overall Recommendations

The department will try to assess this outcome using more questions during the next (2015-2016) cycle. The department will also use questions embedded in exams rather than a separate stand-alone assessment.

Plans of Action

Actions

ECON 121 Principles/Micro Outcome Set

Outcome

SLO 1

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

▼ Action: Evaluate recent changes

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Details of Plan of Action: Prior to the 2013-2014 assessment cycle, the department had been using questions embedded in the final exam and it had been using a subset of the final exam questions that consisted of the most challenging questions. The success rate was low and not aligned with overall success rates in the course. The average student may have missed the majority of the assessment questions while still performing satisfactorily on the final exam. Typically, only A and B students answered the majority of the embedded assessment questions correctly.

In spring 2014, the department decided to create a separate set of assessment questions (not on the final exam) that were more representative of material that any student passing the class with a C or higher should have mastered. The results being presented here are from the fall 2014 semester. This is one recent change.

Two other recent changes have been the re-institution of Math 80 (intermediate algebra) as a prerequisite and the change in course numbering: Microeconomics is now Econ 101 (it used to be Econ 121) and Macroeconomics is now Econ 102 (it used to be Econ 120).

The department plans to evaluate the impacts of these recent changes. The impacts of the prerequisite and the course renumbering will not be observed until fall 2014.

The department will analyze data over at least two full assessment cycles to evaluate the impacts of these changes.

The department will continue with its prior plan of action with two modifications: it will go back to embedded questions and it will increase the number of questions being used. The department noticed that students' degree of studying appears to be higher in preparation for an exam worth a significant number of points as opposed to a stand alone assessment worth fewer points. The department also feels that the small number of questions may introduce variability into the results that obscure their analysis and interpretation.

Plan of Action Timeline: The department will analyze data over at least two full assessment cycles to assess the impacts of these changes. These cycles will be the 2014-2015 cycle and the 2015-2016 cycle.

Who is responsible for carrying out the Plan of Action?: Department faculty.

How will you determine if the Plan of Action has been effective?: The department hopes to see higher success rates compared to before these changes took place.

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: High

▼ Action: Reevaluate questions used for course SLO assessment

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

The department will increase the number of questions being used. The department feels that the small number of questions may introduce variability into the results that obscure their analysis and interpretation.

Plan of Action Timeline: The department will meet during spring 2015 week to discuss this. The return to embedded questions and the increase in the number of questions will be implemented beginning in fall 2015.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00

Priority: High

SLO 2

Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

▼ Action: Evaluate recent changes

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Details of Plan of Action: Prior to the 2013-2014 assessment cycle, the department had been using questions embedded in the final exam and it had been using a subset of the final exam questions that consisted of the most challenging questions. The success rate was low and not

aligned with overall success rates in the course. The average student may have missed the majority of the assessment questions while still performing satisfactorily on the final exam. Typically, only A and B students answered the majority of the embedded assessment questions correctly.

In spring 2014, the department decided to create a separate set of assessment questions (not on the final exam) that were more representative of material that any student passing the class with a C or higher should have mastered. The results being presented here are from the fall 2014 semester. This is one recent change.

Two other recent changes have been the re-institution of Math 80 (intermediate algebra) as a prerequisite and the change in course numbering: Microeconomics is now Econ 101 (it used to be Econ 121) and Macroeconomics is now Econ 102 (it used to be Econ 120).

The department plans to evaluate the impacts of these recent changes. The impacts of the prerequisite and the course renumbering will not be observed until fall 2014.

The department will analyze data over at least two full assessment cycles to evaluate the impacts of these changes.

The department will continue with its prior plan of action with two modifications: it will go back to embedded questions and it will increase the number of questions being used. The department noticed that students' degree of studying appears to be higher in preparation for an exam worth a significant number of points as opposed to a stand alone assessment worth fewer points. The department also feels that the small number of questions may introduce variability into the results that obscure their analysis and interpretation.

Plan of Action Timeline: The department will analyze data over at least two full assessment cycles to assess the impacts of these changes. These cycles will be the 2014-2015 cycle and the 2015-2016 cycle.

Who is responsible for carrying out the Plan of Action?: Department faculty.

How will you determine if the Plan of Action has been effective?: he department hopes to see higher success rates compared to before these changes took place.

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: High

▼ **Action:** Reevaluate questions used for course SLO assessment

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

The department will increase the number of questions being used. The department feels that the small number of questions may introduce variability into the results that obscure their analysis and interpretation.

Plan of Action Timeline: The department will meet during spring 2015 week to discuss this. The return to embedded questions and the increase in the number of questions will be implemented beginning in fall 2015.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00**Priority:** High **Status Reports****Action Statuses****ECON 121 Principles/Micro Outcome Set****Outcome****SLO 1**

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

▼ Action: Evaluate recent changes

Details of Plan of Action: Prior to the 2013-2014 assessment cycle, the department had been using questions embedded in the final exam and it had been using a subset of the final exam questions that consisted of the most challenging questions. The success rate was low and not aligned with overall success rates in the course. The average student may have missed the majority of the assessment questions while still performing satisfactorily on the final exam. Typically, only A and B students answered the majority of the embedded assessment questions correctly.

In spring 2014, the department decided to create a separate set of assessment questions (not on the final exam) that were more representative of material that any student passing the class with a C or higher should have mastered. The results being presented here are from the fall 2014 semester. This is one recent change.

Two other recent changes have been the re-institution of Math 80 (intermediate algebra) as a prerequisite and the change in course numbering: Microeconomics is now Econ 101 (it used to be Econ 121) and Macroeconomics is now Econ 102 (it used to be Econ 120).

The department plans to evaluate the impacts of these recent changes. The impacts of the prerequisite and the course renumbering will not be observed until fall 2014.

The department will analyze data over at least two full assessment cycles to evaluate the impacts of these changes.

The department will continue with its prior plan of action with two modifications: it will go back to embedded questions and it will increase the number of questions being used. The department noticed that students' degree of studying appears to be higher in preparation for an exam worth a significant number of points as opposed to a stand alone assessment worth fewer points. The department also feels that the small number of questions may introduce variability into the results that obscure their analysis and interpretation.

Plan of Action Timeline: The department will analyze data over at least two full assessment cycles to assess the impacts of these changes. These cycles will be the 2014-2015 cycle and the 2015-2016 cycle.

Who is responsible for carrying out the Plan of Action?: Department faculty.

How will you determine if the Plan of Action has been effective?: The department hopes to see higher success rates compared to before these changes took place.

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: High

Status for Evaluate recent changes*No Status Added*▼ **Action:** Reevaluate questions used for course SLO assessment

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

The department will increase the number of questions being used. The department feels that the small number of questions may introduce variability into the results that obscure their analysis and interpretation.

Plan of Action Timeline: The department will meet during spring 2015 week to discuss this. The return to embedded questions and the increase in the number of questions will be implemented beginning in fall 2015.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00

Priority: High

Status for Reevaluate questions used for course SLO assessment*No Status Added***SLO 2**

Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

▼ **Action:** Evaluate recent changes

Details of Plan of Action: Prior to the 2013-2014 assessment cycle, the department had been using questions embedded in the final exam and it had been using a subset of the final exam questions that consisted of the most challenging questions. The success rate was low and not aligned with overall success rates in the course. The average student may have missed the majority of the assessment questions while still performing satisfactorily on the final exam. Typically, only A and B students answered the majority of the embedded assessment questions correctly.

In spring 2014, the department decided to create a separate set of assessment questions (not on the final exam) that were more representative of material that any student passing the class with a C or higher should have mastered. The results being presented here are from the fall 2014 semester. This is one recent change.

Two other recent changes have been the re-institution of Math 80 (intermediate algebra) as a prerequisite and the change in course numbering: Microeconomics is now Econ 101 (it used to be Econ 121) and Macroeconomics is now Econ 102 (it used to be Econ 120).

The department plans to evaluate the impacts of these recent changes. The impacts of the prerequisite and the course renumbering will not be observed until fall 2014.

The department will analyze data over at least two full assessment cycles to evaluate the impacts of these changes.

The department will continue with its prior plan of action with two modifications: it will go back to embedded questions and it will increase the number of questions being used. The department noticed that students' degree of studying appears to higher in preparation for an exam worth a significant number of points as opposed to a stand alone assessment worth fewer points. The

department also feels that the small number of questions may introduce variability into the results that obscure their analysis and interpretation.

Plan of Action Timeline: The department will analyze data over at least two full assessment cycles to assess the impacts of these changes. These cycles will be the 2014-2015 cycle and the 2015-2016 cycle.

Who is responsible for carrying out the Plan of Action?: Department faculty.

How will you determine if the Plan of Action has been effective?: he department hopes to see higher success rates compared to before these changes took place.

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: High

Status for Evaluate recent changes

No Status Added

▼ **Action:** Reevaluate questions used for course SLO assessment

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

The department will increase the number of questions being used. The department feels that the small number of questions may introduce variability into the results that obscure their analysis and interpretation.

Plan of Action Timeline: The department will meet during spring 2015 week to discuss this. The return to embedded questions and the increase in the number of questions will be implemented beginning in fall 2015.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00

Priority: High

Status for Reevaluate questions used for course SLO assessment

No Status Added

Status Summary

No text specified

Summary of Next Steps

No text specified

2013-2014 Assessment Cycle

Measurements

Outcomes and Measures

ECON 121 Principles/Micro Outcome Set

Outcome

SLO 1

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

▼ **Measure:** SLO Assessment Exam
Course level; Direct - Exam

Description of Measurement Tool: Multiple choice questions on dedicated SLO assessment exam
See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 5, 6, 7, 8

Criteria for Success: Individual & Collective Student Criterion: Individual: 3 of 4 questions correct

Collective: at least 70% of students achieving the individual criterion.

Cycle of Assessment: SLO 1 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

SLO 2

Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

▼ **Measure:** SLO Assessment Exam
Course level; Direct - Exam

Description of Measurement Tool: Multiple choice questions on dedicated SLO assessment exam

See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 9, 10

Criteria for Success: Individual & Collective Student Criterion: Individual: both questions correct

Collective: at least 70% of students achieving the individual criterion.

Cycle of Assessment: SLO 2 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

Findings

Finding per Measure

ECON 121 Principles/Micro Outcome Set

Outcome

SLO 1

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

▼ **Measure:** SLO Assessment Exam

Course level; Direct - Exam

Description of Measurement Tool: Multiple choice questions on dedicated SLO assessment exam

See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 5, 6, 7, 8

Criteria for Success: Individual & Collective Student Criterion: Individual: 3 of 4 questions correct

Collective: at least 70% of students achieving the individual criterion.

Cycle of Assessment: SLO 1 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

Findings for SLO Assessment Exam

Summary of Findings: 148 students across 5 sections were assessed. 103 students (69.59%) met the individual criterion for success for this outcome. The average score was 72.30%

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: 69.59% of students meeting the individual criterion for success is close to the collective criterion of at least 70% of students achieving the individual criterion.

The ability to analyze and solve similar situational problems is strongly emphasized throughout the course. The data suggest that there is a significant group of students that is missing one of the main skills that the course aims to develop.

It is not clear if the breakdown is occurring specific to the course content or the ability to solve problems requiring abstract reasoning in general. The department's experience is that it is the latter case.

Recommendations: The Economics department has made attempts to spend more in-class time working with students on applying problem solving skills. In order to make more time for these activities in class, some of the material that has been traditionally covered during class time has been shifted to online assignments using Blackboard and MyEconLab.

The department needs to continue to develop ways to emphasize personal responsibility, appropriate study skills, and appropriate amounts of study time outside of class.

This Findings is associated with the following Actions:

Evaluate recent changes

(Plans of Action; 2013-2014 Assessment Cycle)

SLO 2

Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

▼ **Measure:** SLO Assessment Exam

Course level; Direct - Exam

Description of Measurement Tool: Multiple choice questions on dedicated SLO assessment exam

See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 9, 10

Criteria for Success: Individual & Collective Student Criterion: Individual: both questions correct

Collective: at least 70% of students achieving the individual criterion.

Cycle of Assessment: SLO 2 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

Findings for SLO Assessment Exam

Summary of Findings: 148 students across 5 sections were assessed. 62 students (41.89%) met the individual criterion for success for this outcome. The average score was 62.84%

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: 41.89% of students meeting the individual criterion for success is far from the collective criterion of at least 70% of students achieving the individual criterion.

The ability to analyze and solve similar situational problems is strongly emphasized throughout the course. The data suggest that there is a significant group of students that is missing one of the main skills that the course aims to develop.

It is not clear if the breakdown is occurring specific to the course content or the ability to solve problems requiring abstract reasoning in general. The department's experience is that it is the latter case.

Recommendations: The Economics department has made attempts to spend more in class time working with students on applying problem solving skills. In order to make more time for these activities in class, some of the material that has been traditionally covered during class time has been shifted to online assignments using Blackboard and MyEconLab.

The department needs to continue to develop ways to emphasize personal responsibility, appropriate study skills, and appropriate amounts of study time outside of class.

This Findings is associated with the following Actions:

Evaluate recent changes

(Plans of Action; 2013-2014 Assessment Cycle)

Overall Recommendations

No text specified

Plans of Action

Actions

ECON 121 Principles/Micro Outcome Set

Outcome

SLO 1

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

Action: Evaluate recent changes

This Action is associated with the following Findings

Findings for SLO Assessment Exam

(Measurements and Findings; 2013-2014 Assessment Cycle)

Summary of Findings: 148 students across 5 sections were assessed. 103 students (69.59%) met the individual criterion for success for this outcome. The average score was 72.30%

Details of Plan of Action: Prior to the 2013-2014 assessment cycle, the department had been using questions embedded in the final exam and it had been using a subset of the final exam questions that consisted of the most challenging questions. The success rate was low and not aligned with overall success rates in the course. The average student may have missed the majority of the assessment questions while still performing satisfactorily on the final exam. Typically, only A and B students answered the majority of the embedded assessment questions correctly.

In spring 2014, the department decided to create a separate set of assessment questions (not on the final exam) that were more representative of material that any student passing the class with a C or higher should have mastered. The results being presented here are from the spring 2014 semester. This is one recent change.

Two other recent changes have been the re-institution of Math 80 (intermediate algebra) as a prerequisite and the change in course numbering: Microeconomics is now Econ 101 (it used to be Econ 121) and Macroeconomics is now Econ 102 (it used to be Econ 120).

The department plans to evaluate the impacts of these recent changes. The impacts of the prerequisite and the course renumbering will not be observed until fall 2014.

The department will analyze data over at least two full assessment cycles to evaluate the impacts of these changes.

Plan of Action Timeline: The department will analyze data over at least two full assessment cycles to assess the impacts of these changes. These cycles will be the 2014-2015 cycle and the 2015-2016 cycle.

Who is responsible for carrying out the Plan of Action?: Department faculty.

How will you determine if the Plan of Action has been effective?: The department hopes to see higher success rates compared to before these changes took place.

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: High

▼ **Action:** Reevaluate questions used for course SLO assessment

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

Plan of Action Timeline: The department will meet during spring 2014 FLEX week to discuss this. If it is decided that questions will be changed, they will be used during the spring 2014 assessments.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00

Priority: High

SLO 2

Explain the processes through which a market system allocates scarce

▼ **Action:** Evaluate recent changes

This Action is associated with the following Findings

resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

Findings for SLO Assessment Exam

(Measurements and Findings; 2013-2014 Assessment Cycle)

Summary of Findings: 148 students across 5 sections were assessed. 62 students (41.89%) met the individual criterion for success for this outcome. The average score was 62.84%

Details of Plan of Action: Prior to the 2013-2014 assessment cycle, the department had been using questions embedded in the final exam and it had been using a subset of the final exam questions that consisted of the most challenging questions.

The success rate was low and not aligned with overall success rates in the course. The average student may have missed the majority of the assessment questions while still performing satisfactorily on the final exam. Typically, only A and B students answered the majority of the embedded assessment questions correctly.

In spring 2014, the department decided to create a separate set of assessment questions (not on the final exam) that were more representative of material that any student passing the class with a C or higher should have mastered. The results being presented here are from the spring 2014 semester. This is one recent change.

Two other recent changes have been the reinstatement of Math 80 (intermediate algebra) as a prerequisite and the change in course numbering: Microeconomics is now Econ 101 (it used to be Econ 121) and Macroeconomics is now Econ 102 (it used to be Econ 120). The department plans to evaluate the impacts of these recent changes. The impacts of the prerequisite and the course renumbering will not be observed until fall 2014.

The department will analyze data over at least two full assessment cycles to evaluate the impacts of these changes.

Plan of Action Timeline: The department will analyze data over at least two full assessment cycles to assess the impacts of these changes. These cycles will be the 2014-2015 cycle and the 2015-2016 cycle.

Who is responsible for carrying out the Plan of Action?: Department faculty.

How will you determine if the Plan of Action has been effective?: he department hopes to see higher success rates compared to before these changes took place.

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: High

▼ Action: Reevaluate questions used for course SLO assessment

This Action is associated with the following Findings

No supporting Findings have been linked to this Action.

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

Plan of Action Timeline: The department will meet during spring 2014 FLEX week to discuss this. If it is decided that questions will be changed, they will be used during the spring 2014 assessments.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00

Priority: High

 Status Reports


Action Statuses

ECON 121 Principles/Micro Outcome Set

Outcome

SLO 1

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

 Action: Evaluate recent changes

Details of Plan of Action: Prior to the 2013-2014 assessment cycle, the department had been using questions embedded in the final exam and it had been using a subset of the final exam questions that consisted of the most challenging questions. The success rate was low and not aligned with overall success rates in the course. The average student may have missed the majority of the assessment questions while still performing satisfactorily on the final exam. Typically, only A and B students answered the majority of the embedded assessment questions correctly.

In spring 2014, the department decided to create a separate set of assessment questions (not on the final exam) that were more representative of material that any student passing the class with a C or higher should have mastered. The results being presented here are from the spring 2014 semester. This is one recent change.

Two other recent changes have been the re-institution of Math 80 (intermediate algebra) as a prerequisite and the change in course numbering: Microeconomics is now Econ 101 (it used to be Econ 121) and Macroeconomics is now Econ 102 (it used to be Econ 120).

The department plans to evaluate the impacts of these recent changes. The impacts of the prerequisite and the course renumbering will not be observed until fall 2014.

The department will analyze data over at least two full assessment cycles to evaluate the impacts of these changes.

Plan of Action Timeline: The department will analyze data over at least two full assessment cycles to assess the impacts of these changes. These cycles will be the 2014-2015 cycle and the 2015-2016 cycle.

Who is responsible for carrying out the Plan of Action?: Department faculty.

How will you determine if the Plan of Action has been effective?: The department hopes to see higher success rates compared to before these changes took place.


Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: High

Status for Evaluate recent changes

No Status Added

 Action: Reevaluate questions used for course SLO assessment

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

Plan of Action Timeline: The department will meet during spring 2014 FLEX week to discuss this. If it is decided that questions will be changed, they will be used during the spring 2014 assessments.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00

Priority: High

Status for Reevaluate questions used for course SLO assessment

No Status Added

SLO 2

Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

▼ Action: Evaluate recent changes

Details of Plan of Action: Prior to the 2013-2014 assessment cycle, the department had been using questions embedded in the final exam and it had been using a subset of the final exam questions that consisted of the most challenging questions. The success rate was low and not aligned with overall success rates in the course. The average student may have missed the majority of the assessment questions while still performing satisfactorily on the final exam. Typically, only A and B students answered the majority of the embedded assessment questions correctly.

In spring 2014, the department decided to create a separate set of assessment questions (not on the final exam) that were more representative of material that any student passing the class with a C or higher should have mastered. The results being presented here are from the spring 2014 semester. This is one recent change.

Two other recent changes have been the reinstatement of Math 80 (intermediate algebra) as a prerequisite and the change in course numbering: Microeconomics is now Econ 101 (it used to be Econ 121) and Macroeconomics is now Econ 102 (it used to be Econ 120). The department plans to evaluate the impacts of these recent changes. The impacts of the prerequisite and the course renumbering will not be observed until fall 2014.

The department will analyze data over at least two full assessment cycles to evaluate the impacts of these changes.

Plan of Action Timeline: The department will analyze data over at least two full assessment cycles to assess the impacts of these changes. These cycles will be the 2014-2015 cycle and the 2015-2016 cycle.

Who is responsible for carrying out the Plan of Action?: Department faculty.

How will you determine if the Plan of Action has been effective?: he department hopes to see higher success rates compared to before these changes took place.

Additional Resources Required (if any):

Budget request amount: \$0.00

Priority: High

Status for Evaluate recent changes*No Status Added*▼ **Action:** Reevaluate questions used for course SLO assessment

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

Plan of Action Timeline: The department will meet during spring 2014 FLEX week to discuss this. If it is decided that questions will be changed, they will be used during the spring 2014 assessments.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00

Priority: High

Status for Reevaluate questions used for course SLO assessment*No Status Added***Status Summary***No text specified***Summary of Next Steps***No text specified*

2012-2013 Assessment Cycle

Measurements

Outcomes and Measures

ECON 121 Principles/Micro Outcome Set

Outcome

SLO 1

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

▼ **Measure:** Final Exam
Course level; Direct - Exam

Description of Measurement Tool: Multiple choice questions on final exam

See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 4, 5

Criteria for Success: Individual & Collective Student Criterion: Individual: both questions correct

Collective: 70% or higher correct for each question

Cycle of Assessment: SLO 1 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

SLO 2

Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

▼ **Measure:** Final Exam
Course level; Direct - Exam

Description of Measurement Tool: Multiple choice questions on final exam

See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 6

Criteria for Success: Individual & Collective Student Criterion: Individual: both questions correct

Collective: 70% or higher correct for each question

Cycle of Assessment: SLO 2 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

Findings

Finding per Measure

ECON 121 Principles/Micro Outcome Set

Outcome

SLO 1

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

▼ **Measure:** Final Exam

Course level; Direct - Exam

Description of Measurement Tool: Multiple choice questions on final exam

See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 4, 5

Criteria for Success: Individual & Collective Student Criterion: Individual: both questions correct

Collective: 70% or higher correct for each question

Cycle of Assessment: SLO 1 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

Findings for Final Exam

Summary of Findings: Percent correct

Question 4: 30%

Question 5: 62%

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: Question 4: Conceptual question requiring application of understanding that a change in a firm's fixed costs of production will not change its profit maximizing level of output in the short run. Difficulty: 4/5. Unsuccessful.

Question 5: Numerical question requiring application of understanding of conditions for utility maximization and adjustments in budget allocation to increase total utility. Difficulty: 3/5. Unsuccessful.

For all questions, the class average was below the target of 70%. For all questions, the percentage successfully answering each question decreased since Spring 2012.

Considering that approximately half of these students have taken Econ 120 before taking Econ 121 and that the course outcomes are similar, these results are disappointing.

The ability to analyze and solve similar situational problems is strongly emphasized throughout the course. The data suggest that there is a significant group of students that is missing one of the main skills that the course aims to develop.

It is not clear if the breakdown is occurring specific to the course content or the ability to solve problems requiring abstract reasoning in general. The department's experience is that it is the latter case.

Recommendations: The Economics department has made attempts to spend more in-class time working with students on applying problem solving skills. In order to make more time for these activities in class, some of the material that has been traditionally covered during class time has been shifted to online assignments using Blackboard and MyEconLab.

The department needs to continue to develop ways to emphasize personal responsibility, appropriate study skills, and appropriate amounts of study time outside of class.

This Findings is associated with the following Actions:

Reevaluate questions used for course SLO assessment

(Plans of Action; 2012-2013 Assessment Cycle)

SLO 2

Explain the processes through which a market system allocates scarce

▼ **Measure:** Final Exam

Course level; Direct - Exam

resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

Description of Measurement Tool: Multiple choice questions on final exam

See Assessment Plan for actual questions.

Question(s) used to assess this outcome: 6

Criteria for Success: Individual & Collective Student Criterion: Individual: both questions correct

Collective: 70% or higher correct for each question

Cycle of Assessment: SLO 2 will be assessed every academic year

Who is Responsible for Assessment Activity?: All faculty teaching this course

Findings for Final Exam

Summary of Findings: Percent correct

Question 6: 62%

Results: Criteria for Success Achievement Status: Not Met

Analysis of Findings: Question 6: Multi part conceptual/graphical question requiring application of (i) price elasticity (ii) effect of a per unit tax, and (iii) allocative efficiency. Difficulty: 4/5. Unsuccessful.

For all questions, the class average was below the target of 70%. For all questions, the percentage successfully answering each question decreased since Spring 2012.

Considering that approximately half of these students have taken Econ 120 before taking Econ 121 and that the course outcomes are similar, these results are disappointing.

The ability to analyze and solve similar situational problems is strongly emphasized throughout the course. The data suggest that there is a significant group of students that is missing one of the main skills that the course aims to develop.

It is not clear if the breakdown is occurring specific to the course content or the ability to solve problems requiring abstract reasoning in general. The department's experience is that it is the latter case.

Recommendations: The Economics department has made attempts to spend more in-class time working with students on applying problem solving skills. In order to make more time for these activities in class, some of the material that has been traditionally covered during class time has been shifted to online assignments using Blackboard and MyEconLab.

The department needs to continue to develop ways to emphasize personal responsibility, appropriate study skills, and appropriate amounts of study time outside of class.

This Findings is associated with the following Actions:

Reevaluate questions used for course SLO assessment
(Plans of Action; 2012-2013 Assessment Cycle)

Overall Recommendations

The department has thus far been using the most difficult questions on the final exam to assess the course SLOs. The success rate on the SLO assessment questions is substantially below the overall pass rate for the course. Perhaps the department should instead use SLO assessment questions that are more fundamental.

Plans of Action

Actions

ECON 121 Principles/Micro Outcome Set

Outcome

SLO 1

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

▼ Action: Reevaluate questions used for course SLO assessment

This Action is associated with the following Findings

Findings for Final Exam

(Measurements and Findings; 2012-2013 Assessment Cycle)

Summary of Findings: Percent correct

Question 4: 30%

Question 5: 62%

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

Plan of Action Timeline: The department will meet during spring 2014 FLEX week to discuss this. If it is decided that questions will be changed, they will be used during the spring 2014 assessments.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00

Priority: High

SLO 2

Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

▼ Action: Reevaluate questions used for course SLO assessment

This Action is associated with the following Findings

Findings for Final Exam

(Measurements and Findings; 2012-2013 Assessment Cycle)

Summary of Findings: Percent correct

Question 6: 62%

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

Plan of Action Timeline: The department will meet during spring 2014 FLEX week to discuss this. If it is decided that questions will be changed, they will be used during the spring 2014 assessments.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00

Priority: High

Status Reports

Action Statuses

ECON 121 Principles/Micro Outcome Set

Outcome

SLO 1

Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.

▼ Action: Reevaluate questions used for course SLO assessment

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

Plan of Action Timeline: The department will meet during spring 2014 FLEX week to discuss this. If it is decided that questions will be changed, they will be used during the spring 2014 assessments.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00

Priority: High

Status for Reevaluate questions used for course SLO assessment

Current Status: In Progress

Budget Status: Other

Explanation of current status: During spring 2014 the department tried using questions that more closely reflect skills that students passing the course with a grade of C or higher have mastered instead of questions that only A or B students would be likely to answer correctly. For SLO 1, the average score increased from 30% and 62% to 69.59%.

Has the Plan of Action been effective? What are the next steps?: With respect to SLO 1, the plan of action has been effective. The department will continue to refine the questions used in the assessment over subsequent cycles of assessment.

SLO 2

Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.

▼ Action: Reevaluate questions used for course SLO assessment

Details of Plan of Action: Thus far, SLO assessment questions have been among the most challenging on the final exam. The department will reevaluate this and consider less challenging questions that should be more correlated to the overall pass rate for the course.

Plan of Action Timeline: The department will meet during spring 2014 FLEX week to discuss this. If it is decided that questions will be changed, they will be used during the spring 2014 assessments.

Who is responsible for carrying out the Plan of Action?: All department faculty.

How will you determine if the Plan of Action has been effective?: The department will evaluate the success rate on the new SLO assessment questions and compare it to the overall pass rate for the course. The plan of action will be deemed effective if the two are more closely aligned.

Additional Resources Required (if any): None

Budget request amount: \$0.00

Priority: High

Status for Reevaluate questions used for course SLO assessment

Current Status: In Progress

Budget Status: Other

Explanation of current status: During spring 2014 the department tried using questions that more closely reflect skills that students passing the course with a grade of C or higher have mastered instead of questions that only A or B students would be likely to answer correctly. For SLO 1, the average score decreased from 62% to 41.89%.

Has the Plan of Action been effective? What are the next steps?: With respect to SLO 2 the plan of action has not yet been effective. The department will continue to refine the questions used in the assessment over subsequent cycles of assessment.

Status Summary

No text specified

Summary of Next Steps

No text specified