2012-2013 Annual Program Assessment Report

Please submit report to your department chair or program coordinator, the Associate Dean of your College and the assessment office by Monday, September 30, 2013. You may submit a separate report for each program which conducted assessment activities.

College: COBAE

Department: Economics

Program: BA in Economics

Assessment liaison: Glen Whitman

1. **Overview of Annual Assessment Project(s).** Provide a brief overview of this year's assessment plan and process.

   The Assessment Coordinator and the Department Chair cooperated to assign SLOs to 400-level courses, with the input of the instructors of those courses. The instructors created embedded assessment instruments for their assigned SLOs in consultation with the Assessment Coordinator. The instructors collected the data and forwarded it to the Assessment Coordinator, who processed the results to report to the department as a whole.

   This year, the department revised the program's SLOs – reducing them from 12 to 6 – and adopted a new streamlined assessment schedule. Consequently, this report marks our last report on the old SLOs.

2. **Assessment Buy-In.** Describe how your chair and faculty were involved in assessment related activities. Did department meetings include discussion of student learning assessment in a manner that included the department faculty as a whole?

   For assessment, see the process described in #1 above. For program review, the department's Curriculum Committee (which includes the Assessment Coordinator) considered assessment results and other factors, and then made proposals to be approved by the department as a whole.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

<u>Quantitative Skills</u>

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Quantitative Literacy

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is unrelated to the university's commitment to diversity, except insofar as our instructors always seek to make sure their assignments and activities respect that commitment.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

<u>ECON 409 (fall)</u>: Students' quantitative skills were assessed using multiple-choice questions on the final exam.

<u>ECON 411 (fall)</u>: Students' quantitative skills were assessed using an essay question with quantitative analysis on the final exam. The question related to an antitrust case and potential remedies.

<u>ECON 410 (spring)</u>: Students' quantitative skills were assess using a problem-solving question on the final exam. The question involved solving for equilibrium in a duopoly model.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Assessment was performed using cross-sectional samples, which provide a snapshot of the student population at one point in time.

ECON 409: The work of 35 students in 1 class section was assessed.

ECON 411: The work of 27 students in 1 class section was assessed.

ECON 410: The work of 28 students in 1 class section was assessed.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

ECON 409: 17% of students' work was deemed very good, 60% good enough, and 23% not good enough.

ECON 411: 26% of students' work was deemed very good, 11% good enough, and 63% not good enough.

ECON 410: 64% of students' work was deemed very good, 7% good enough, and 29% not good enough.

ANALYSIS: We use a 70% benchmark for the percentage of students with acceptable performance. Out of three measures used, this standard was met twice and failed once, with the percentage of students' work deemed very good or good enough equal to 77%, 37%, and 71%. Obviously, the results from ECON 411 are an extreme outlier. In the two previous years, the percentage of students' work deemed very good or good enough never fell below 64%. For that reason, we are inclined to put little weight on the ECON 411 results.

However, taking the last three years together, it does appear that student performance on this SLO hovers around the benchmark, sometimes exceeding it and sometimes falling below. Anecdotally, economics instructors regularly express dissatisfaction with students' quantitative skills. The department will consider options to address the apparent deficit.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

No changes in the last year.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

<u>**Communication Skills**</u>

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Oral Communication
- Written Communication

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is unrelated to the university's commitment to diversity, except insofar as our instructors always seek to make sure their assignments and activities respect that commitment.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

<u>ECON 405 (spring)</u>: Students' writing skills were assessed using an essay question on the midterm exam. The question involved analyzing the trade possibilities between two economies.

<u>ECON 433 (spring)</u>: Students' writing skills were assessed using their writing on a term paper for the course.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Assessment was performed using cross-sectional samples, which provide a snapshot of the student population at one point in time.

ECON 405: The work of 33 students in 1 class section was assessed.

ECON 433: The work of 28 students in 1 class section was assessed.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

ECON 405: 33% of students' work was deemed very good, 52% good enough, and 15% not good enough.

ECON 433: 36% of students' work was deemed very good, 50% good enough, and 14% not good enough.

ANALYSIS: We use a 70% benchmark for the percentage of students with acceptable performance. This standard was met according to both measures, with the percentage of students' work deemed very good or good enough equal to 85% and 86%. In the previous two years, the majority of measures also indicated that the standard was being met. We believe this SLO is most likely being satisfied.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

No changes in the last year.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

Understand why there are gains from trade.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is unrelated to the university's commitment to diversity, except insofar as our instructors always seek to make sure their assignments and activities respect that commitment.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

ECON 412 (fall): Students' understanding of gains from trade was assessed using a question on the midterm exam. The question required students to analyze the dynamics of trade and monetary flows between two countries engaged in international trade.

ECON 405 (spring): Students' understanding of gains from trade was assessed using their responses to an essay question on the midterm exam. The question involved analyzing the trade possibilities between two economies with different characteristics.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Assessment was performed using cross-sectional samples, which provide a snapshot of the student population at one point in time.

ECON 412: The work of 26 students in 1 class section was assessed.

ECON 405: The work of 33 students in 1 class section was assessed.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

ECON 412: 23% of students' work was deemed very good, 50% good enough, and 27% not good enough.

ECON 405: 52% of students' work was deemed very good, 33% good enough, and 15% not good enough.

ANALYSIS: We use a 70% benchmark for the percentage of students with acceptable performance. This standard was met according to both measures, with the percentage of students' work deemed very good or good enough equal to 73% and 85%. These results are consistent with results from last year. We believe this SLO is most likely being satisfied.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

No changes in the last year.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

Understand the importance of opportunity cost in decision making.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives

related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is unrelated to the university's commitment to diversity, except insofar as our instructors always seek to make sure their assignments and activities respect that commitment.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

ECON 412 (fall): Students' understanding of opportunity cost was assessed using a question on the final exam. The question required students to understand that the "natural rate of interest," in Adam Smith's system, is determined by the opportunity cost of funds, which is equal to the rate of return on direct investment.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Assessment was performed using a cross-sectional sample, which provides a snapshot of the student population at one point in time.

ECON 412: The work of 29 students in 1 class section was assessed.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

ECON 412: 28% of students' work was deemed very good, 48% good enough, and 24% not good enough.

ANALYSIS: We use a 70% benchmark for the percentage of students with acceptable performance. The standard was met, with 76% of students' work deemed very good or good enough. The standard was also met last year, but with a higher percentage (88%). We believe this SLO is most likely being satisfied.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

No changes in the last year.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

Understand why some economies are wealthy and others are not.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is unrelated to the university's commitment to diversity, except insofar as our instructors always seek to make sure their assignments and activities respect that commitment.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

ECON 401 (fall and spring): In fall, students' understanding of why some economies are wealthy and others are not was assessed using an essay question from the midterm exam: "Two countries are identical in every way except one country has a much higher capital-labor ratio than the other. According to the Solow Model, which country will grow more quickly? Explain and illustrate with a graph. Also, discuss the topic of convergence as related to the Solow Model." In spring, the same SLO was assessed using an essay question from the midterm exam: "Suppose the United States is at its steady state equilibrium in the Solow Model. Now, there is a sudden, one-time decrease in the population. Assuming that the long-run rate of population growth is unaffected, explain what will happen to output, investment and consumption. Also, discuss whether there will be a change in the steady state. Illustrate with a graph of the Solow Model."

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Assessment was performed using a cross-sectional samples which provides a snapshot of the student population at one point in time.

ECON 401: In fall (spring), the work of 34 (48) students in 1 (1) class section was assessed.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

ECON 401: 24% (25%) of students' work was deemed very good, 44% (50%) good enough, and 32% (25%) not good enough.

ANALYSIS: We use a 70% benchmark for the percentage of students with acceptable performance. The standard was met, with 75% of students' work deemed very good or good enough. These results are also consistent with the results for the last two years. We believe this SLO is most likely being satisfied.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

No changes in the last year.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

Understand key macroeconomic measures of economic activity.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is unrelated to the university's commitment to diversity, except insofar as our instructors always seek to make sure their assignments and activities respect that commitment.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

ECON 401 (fall and spring): In fall, students' understanding was assessed using an essay question on the final exam: "A technological breakthrough results in a permanent increase in total factor productivity. Discuss any changes in the full-employment level and support your answer with a graph of the labor market." The goal was assessed by focusing on the student's understanding of the relationship between employment, productivity and wages. In spring, students' understanding was assessed using an essay question on the final exam: "Gloomy economic forecasts trigger a substantial decline in the stock market, reducing wealth and a causing a decrease in the expected future marginal product of capital. What will happen to the real interest rate? Thoroughly explain your answer and support with a graph."

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Assessment was performed using a cross-sectional sample, which provides a snapshot of the student population at one point in time.

ECON 401: In fall (spring), the work of 34 (48) students in 1 (1) class section was assessed.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

ECON 401: In fall (spring), 21% (25%) of students' work was deemed very good, 50% (35%) good enough, and 29% (40%) not good enough.

ANALYSIS: We use a 70% benchmark for the percentage of students with acceptable performance. The standard was not met, as only 60% of students' work was deemed very good or good enough. Two years ago, the standard was not met according to one of two measures. Last year, the standard was also not met. The accumulating evidence implies that this SLO is <u>not</u> being met.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

No changes in the last year.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

<u>Understand the role of markets as an organizer of economic activity.</u>

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is unrelated to the university's commitment to diversity, except insofar as our instructors always seek to make sure their assignments and activities respect that commitment.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

ECON 412 (fall): Students' understanding of the organizing role of markets was assessed using a question on the final exam. The question required students to explain Bernard Mandeville's notion of "private vices, public benefits," in which private market exchange is characterized essentially as a spontaneous order producing socially efficient outcomes.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Assessment was performed using a cross-sectional sample, which provides a snapshot of the student population at one point in time.

ECON 412: The work of 29 students in 1 class section was assessed.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

ECON 412: 24% of students' work was deemed very good, 55% good enough, and 21% not good enough.

ANALYSIS: We use a 70% benchmark for the percentage of students with acceptable performance. The standard was met, with 79% of students' work deemed very good or good enough. Last year, the standard was not met, but the margin of failure was very small; two years ago, the standard was met. We believe this SLO is most likely being satisfied.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

No changes in the last year.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

Express economic concepts both intuitively and more formally.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is unrelated to the university's commitment to diversity, except insofar as our instructors always seek to make sure their assignments and activities respect that commitment.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

ECON 409 (fall): Students' ability to express economic concepts both intuitively and formally was assessed using a research paper assigned in the course.

ECON 433 (spring): Students' ability to express economic concepts both intuitively and formally was assessed using a question on the final exam. The question required students to explain the welfare condition for allocation efficiency (that price must equal marginal cost) both in words and using a graph.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Assessment was performed using cross-sectional samples, which provide a snapshot of the student population at one point in time.

ECON 409: The work of 35 students in 1 class section was assessed.

ECON 433: The work of 28 students in 1 class section was assessed.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

ECON 409: 34% of students' work was deemed very good, 60% good enough, and 6% not good enough.

ECON 433: 25% of students' work was deemed very good, 46% good enough, and 29% not good enough.

ANALYSIS: We use a 70% benchmark for the percentage of students with acceptable performance. The standard was met according to both measures, with 94% and 71% of students' work deemed very good or good enough. These results are also consistent with the results for the last two years, where the standard was always either met or (in one case) failed by a small margin. Interestingly, the difference between the two courses (a notably higher success rate for ECON 409 than for ECON 433) is also consistent over the years. We believe this SLO is most likely being satisfied.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

No changes in the last year.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

Use and interpret economic data and statistics effectively.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Quantitative Literacy
- Information Literacy

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is unrelated to the university's commitment to diversity, except insofar as our instructors always seek to make sure their assignments and activities respect that commitment.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

ECON 409 (fall): Students' ability to use and interpret economic statistics was assessed using a research paper assigned in the course.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Assessment was performed using a cross-sectional sample, which provides a snapshot of the student population at one point in time.

ECON 409: The work of 35 students in 1 class section was assessed.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

ECON 409: 23% of students' work was deemed very good, 71% good enough, and 6% not good enough.

ANALYSIS: We use a 70% benchmark for the percentage of students with acceptable performance. The standard was met, with 94% of students' work deemed very good or good enough. These results are also consistent with the results for the last two years, and the success rate has also risen each year. We believe this SLO is most likely being satisfied.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible

changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

No changes in the last year.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

Understand the impact of monetary and fiscal policies on macroeconomic variables.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is unrelated to the university's commitment to diversity, except insofar as our instructors always seek to make sure their assignments and activities respect that commitment.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

ECON 401 (fall and spring): In fall, students' understanding was assessed using an essay question on the final exam: "Discuss any changes to output, interest rates, wages and unemployment caused by an increase in government spending. Use the Keynesian version of the IS-LM model to answer this problem. Also, discuss any changes as the economy adjusts to general equilibrium in the long run." In spring, students' understanding was assessed using an essay question on the final exam: "Use the Keynesian version of the IS-LM model

to answer this problem. Suppose there is an increase in the money supply. Explain what will happen to output and prices in the short run. Also, discuss what will happen to unemployment. Include a graph of the effective labor demand curve."

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Assessment was performed using a cross-sectional sample, which provides a snapshot of the student population at one point in time.

ECON 401: In fall (spring), the work of 34 (48) students in 1 (1) class section was assessed.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

ECON 401: In fall (spring), 24% (27%) of students' work was deemed very good, 55% (56%) good enough, and 21% (17%) not good enough.

ANALYSIS: We use a 70% benchmark for the percentage of students with acceptable performance. The standard was met according to both samples, with 79% and 83% of students' work deemed very good or good enough. These results are also consistent with the results for last year (two years ago, the standard was not met). We believe this SLO is most likely being satisfied, and that the unsatisfactory result from two years ago was anomalous.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

No changes in the last year.

3. **Student Learning Outcome Assessment Project.** Answer items a-f for each SLO assessed this year. If you assessed an additional SLO, copy and paste items a-f below, BEFORE you answer them here, to provide additional reporting space.

3a. Which Student Learning Outcome was measured this year?

Evaluate the significance of market failure for public policy.

3b. Does this learning outcome align with one or more of the university's Big 5 Competencies? (Delete any which do not apply)

- Critical Thinking

3c. Does this learning outcome align with University's commitment to supporting diversity through the cultivation and exchange of a wide variety of ideas and points of view? In what ways did the assessed SLO incorporate diverse perspectives related to race, ethnic/cultural identity/cultural orientations, religion, sexual orientation, gender/gender identity, disability, socio-economic status, veteran status, national origin, age, language, and employment rank?

This SLO is unrelated to the university's commitment to diversity, except insofar as our instructors always seek to make sure their assignments and activities respect that commitment.

3d. What direct and/or indirect instrument(s) were used to measure this SLO?

ECON 411 (fall): Students' understanding of market failure was assessed using an essay question on the final exam. The question involved identifying the market failure issues raised by an antitrust case.

ECON 433 (spring): Students' understanding of market failure was assessed using a question on the midterm exam. The question required students to analyze the effects of a possible private response to market failure by explaining the allocative effects of Coasean bargaining over an externality.

3e. Describe the assessment design methodology: For example, was this SLO assessed longitudinally (same students at different points) or was a cross-sectional comparison used (Comparing freshmen with seniors)? If so, describe the assessment points used.

Assessment was performed using cross-sectional samples, which provide a snapshot of the student population at one point in time.

ECON 411: The work of 27 students in 1 class section was assessed.

ECON 433: The work of 28 students in 1 class section was assessed.

3f. Assessment Results & Analysis of this SLO: Provide a summary of how the results were analyzed and highlight findings from the collected evidence.

ECON 411: 19% of students' work was deemed very good, 63% good enough, and 19% not good enough.

ECON 433: 29% of students' work was deemed very good, 50% good enough, and 21% not good enough.

ANALYSIS: We use a 70% benchmark for the percentage of students with acceptable performance. The standard was met according to both measures, with 81% and 79% of students' work deemed very good or good enough. The standard was also met for both of the last two years, although last year we were concerned that the 0% failure rate indicated a problem with the instrument. This year, the results are both satisfactory and consistent across two courses. We believe this SLO is most likely being satisfied.

3g. Use of Assessment Results of this SLO: Describe how assessment results were used to improve student learning. Were assessment results from previous years or from this year used to make program changes in this reporting year? (Possible changes include: changes to course content/topics covered, changes to course sequence, additions/deletions of courses in program, changes in pedagogy, changes to student advisement, changes to student support services, revisions to program SLOs, new or revised assessment instruments, other academic programmatic changes, and changes to the assessment plan.)

No changes in the last year.

4. Assessment of Previous Changes: Present documentation that demonstrates how the previous changes in the program resulted in improved student learning.

For most SLOS, we have no evidence of specific changes that resulted in improvement. The assessment data have generally indicated that our SLOs are most likely being satisfied.

However, there is one SLO (key macro measures) for which assessment results have repeatedly been unsatisfactory (key macroeconomic measures). This led to the consideration of curriculum changes, such as altering the sequence of macro-related courses, but no changes were approved. However, the department did hire two new faculty members whose specialty is in macroeconomics. We have now seen improvement in the other macro-related SLO (monetary and fiscal policies), although it's unclear whether the new faculty members had anything to do with that.

5. Changes to SLOs? Please attach an updated course alignment matrix if any changes were made. (Refer to the Curriculum Alignment Matrix Template, http://www.csun.edu/assessment/forms_guides.html.)

This year, the Assessment Coordinator and Curriculum Committee revamped the program's SLOs. The previous SLOs were too numerous (12) and too specific. The department has now approved a new set of six SLOs, which will be assessed in the coming year. The new SLOs are featured in the new course alignment matrix and 5-year plan.

6. Assessment Plan: Evaluate the effectiveness of your 5 year assessment plan. How well did it inform and guide your assessment work this academic year? What process is used to develop/update the 5 year assessment plan? Please attach an updated 5 year assessment plan for 2013-2018. (Refer to Five Year Planning Template, plan B or C, http://www.csun.edu/assessment/forms_guides.html.)

The previous 5-year plan is no longer appropriate, given our new SLOs. It guided this year's assessment only because this was the final year in which we assessed the old SLOs. The new 5-year assessment plan was developed by the Assessment Coordinator and Curriculum Committee, and approved by the department faculty as a whole.

7. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.

No.

8. **Other information, assessment or reflective activities or processes not captured above.**

None.