Programmatic SLO Assessment Report

1. Student Learning Outcome(s) assessed

Use Supply and Demand modeling to predict and/or explain some economic event.

2. Strategy or method(s) of measurement

Embedded test questions from final exams administered in the Econ 200 (3 sections), 404 (3 sections), and 430 (1 section) courses throughout AY 2012-2013.

3. Observations gathered from data

Students from upper division course scored better. From the three sections of Econ 200, 39% of the students scored at least 75% on the assessed problem. From the three sections of Econ 404, 60% of the students scored at least 75% on the assessed problem. From the one section of Econ 430, 78% scored at least 75% on the assessed problem.

Econ 430 has the highest percentage of students in the BA Econ program. From the three sections of Econ 200 observed less than 5% of the students were working towards the BA in Econ.

It is possible that as students progress through the program there grasp of this student learning objective increases with repetition.

4. Actions recommended based on observations

Although Econ 404 is required for BA Econ majors the majority of the students are in other non-Econ programs. Therefore, the department should assess other upper division courses that have a larger percentage of BA Econ majors.

5. Plan and timetable for taking action

From the data it appears that students are grasping in the upper division courses. Upper division final examinations will be collected for the 2013-14 AY to determine if the students within the program comprehend the student learning objective.

6. Overall evaluation of progress on outcome

Supply and demand is a core subject within the field of economics. It is imperative that this student learning objective still be assessed.
SLO(s) assessed for AY 2011-12:

Use quantitative skills in analyzing economic data.

Briefly describe what action has been taken to “close the loop” on findings from the AY 2011-12 report:

The 2011-12 Program Assessment Update report suggested that additional upper division courses as well as lower division courses be assessed. Sampled final exams from three sections of Econ 200 and one section of Econ 430 during the 2012-13 AY were assessed for this particular student learning objective. 63% of the students assessed for Econ 200 scored at least 75% on the assessed problem. 78% of the students assessed for Econ 430 scored at least 75% on the assessed problem. It appears that as students are more exposed to the skills offered in the program students comprehension increases.