

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

ECONOMICS

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
ECON G110	x	x	x	x
ECON G120	x	x	x	x
ECON G170	x	x	x	x
ECON G175	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
ECON G110	3	2 out of 3	Partially Assessed	↔ Spring 2019
ECON G120	3	2 out of 3	Partially Assessed	↔ Spring 2019
ECON G170	3	3 out of 3	Fully Assessed	↑ Spring 2019
ECON G175	4	2 out of 4	Partially Assessed	↔ Spring 2019

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
ECON G110	cSLO 1	Apply the basic framework of supply and demand to analyze markets for private and public goods and interpret the results with an emphasis on creating solutions to economic problems.
ECON G120	cSLO 3	Demonstrate interpretive skills to identify, organize, analyze, and synthesize reasoned conclusions from quantitative data as well as qualitative evidence.
ECON G175	cSLO 2	Apply the principle of comparative advantage to international trade, evaluate the impact of exchange rates, and assess the relationship between the balance of trade and the financial (capital) account.
ECON G175	cSLO 3	Quantitatively analyze the economy in terms of GDP, unemployment, inflation, and evaluate the effect of changes in these variables.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
ECON G110	cSLO 2	Fall 2015	Students met the SLO for the class.They were most successful at identifying the effect of the policy on the economy.
ECON G110	cSLO 3	Fall 2017	Students widely met the SLO on the written assessment.Use of analytical writing assignments alleviated problems with objective style assessments and academic dishonesty.Students also developed written and analytical skills.These assessments were possible given the standard class size and detailed feedback on weekly writing assignments improved student success.
ECON G120	cSLO 1	Fall 2016	9 of highest standard 15 above average 16 met competent standard Class average was 22/30 (73%) Note all data from multi choice question source mathematically skewed. 1. Student can get 25% correct even if 25% of the material is not understood. 2. All or nothing result – student can get 0% on a question even if he/she has some knowledge.
ECON G120	cSLO 2	Fall 2015	Highest level of competency 44/55 (80%) was on a question requiring basic comprehension/knowledge of a ‘recognize, recall, match’ level of understanding. The toughest critical thinking questions (two of them) of a ‘discriminate, compare, estimate’ skill set type got a competency response of 27/55, one in two students! This is consistent with my History 170 data on a similar task, altho’ I would rate this course (Economic History) more challenging.
ECON G120	cSLO 2	Spring 2016	10 of highest standard 22 above average 27 met competent standard Note all data from multi choice question source is mathematically skewed. 1. Student can get 25% correct even if 25% of the material is not understood. 2. All or nothing result – student can get 0% on a question even if he/she has some knowledge.
ECON G170	cSLO 1	Summer 2015	Both summer sections are the same format taught by a single instructor.These courses are hybrid with an active learning/flipped component in class.These sections will provide a comparison for improving student learning outcomes using an active/collaborative learning approach. Overall, the first SLO on the fundamentals of economic decision making and the application to everyday life is being successfully met by students across all courses, with similar results regardless of assessment method.
ECON G170	cSLO 2	Fall 2015	Economics continues reporting SLO’s as a group across all sections and sharing those results. This increases the dialogue between faculty on SLOs and best practices of teaching, assessing, and interpreting the success of students. Faculty are still given freedom in selecting the assessment method for a common SLO across all sections. Overall, students are meeting the SLO successfully overall across all courses, with similar results regardless of assessment method.A larger lower end tail of students partially meeting or failing to meet the SLO’s is present in the larger class sections.
ECON G170	cSLO 2	Fall 2017	Overall, students are meeting the SLO successfully overall across all courses, with similar results regardless of assessment method.A larger lower end tail of students partially meeting or failing to meet the SLO’s is present in the larger class sections. Online sections on multiple choice assessment quizzes that are unmonitored have a consistently higher score than on campus sections using the same methodology.Online sections consistently have a lower score on the same items on monitored tests while the on campus classes show an improvement in course material over time.There is an aspect of academic dishonesty occurring in the online sections on certain course elements.
ECON G170	cSLO 3	Spring 2016	Economics continues reporting SLO’s as a group across all sections and sharing those results. This increases the dialogue between faculty on SLOs and best

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			practices of teaching, assessing, and interpreting the success of students. Faculty are still given freedom in selecting the assessment method for a common SLO across all sections. Overall, students are meeting the SLO successfully overall across all courses, with similar results regardless of assessment method. A larger lower end tail of students partially meeting or failing to meet the SLO's is present in the larger class sections.
ECON G175	cSLO 1	Fall 2017	Overall, students are meeting the SLO successfully overall across all courses, with similar results regardless of assessment method. A larger lower end tail of students partially meeting or failing to meet the SLO's is present in the larger class sections. Online sections on multiple choice assessment quizzes that are unmonitored have a consistently higher score than on campus sections using the same methodology. Online sections consistently have a lower score on the same items on monitored tests while the on campus classes show an improvement in course material over time. There is an aspect of academic dishonesty occurring in the online sections on certain course elements. Continued efforts to implement monitoring of exams are necessary to maintain integrity in the online course sections. There is particular concern that results in Economics 175 are biased; all quiz and exam pools will be rewritten and the results compared in future semesters.
ECON G175	cSLO 4	Fall 2015	Economics continues reporting SLO's as a group across all sections and sharing those results. This increases the dialogue between faculty on SLOs and best practices of teaching, assessing, and interpreting the success of students. Faculty are still given freedom in selecting the assessment method for a common SLO across all sections. Overall, students are meeting the SLO successfully overall across all courses, with similar results regardless of assessment method. A larger lower end tail of students partially meeting or failing to meet the SLO's is present in the larger class sections.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ECON G110	cSLO 2	Fall 2015	This course with its emphasis on application to public issues supports student comprehension of concepts. Additional applications of course content and practice assignments/activities will reinforce student learning outcomes.
ECON G110	cSLO 3	Fall 2017	Economics 110 course content was completed redesigned in Fall 2017 to offer the course fully online. All assignments were created to be weekly writing assignments with a weekly discussion that linked an issue. The design worked well for student engagement and success for students that kept up with the assignments in the online class. One plan to improve student success would be to contact inactive students regarding completion of coursework.
ECON G120	cSLO 1	Fall 2016	This SLO is being satisfactorily met: three out of four students recognized on average the correct response to two out of three questions this indicates a learning outcome.
ECON G120	cSLO 2	Fall 2015	Improving student learning involves exercising judgment based on experience, and on mine this class performance was in the ok to good category. Students develop their insight in ways that cannot be communicated to a predetermined formula, or expressed in stats alone, and there are other parts of the assessment (written component) where I was able to see distinct progress from the midterm. Some minor renovations envisaged but nothing radical.
ECON G120	cSLO 2	Spring 2016	Strong showing on a 'discriminate, compare, estimate' skill set type reading. If it aint broke don't fix it, more of the same on this reading assignment

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ECON G170	cSLO 1	Summer 2015	The same SLO will be assessed in Fall 2015 and then plans are to rotate to a different cSLO until all have been assessed through a multiple semester cycle. Improvements in tracking student performance on specific content questions is desirable as the assessment used here contained mixed content including other topics, also important to student learning but not specifically related to cSLO1 under assessment (also included content from cSLO2). The hybrid and active learning style of these sections will be used to compare results in student success as compared to 100% online and 100% in class/lecture based learning. It is also hoped that some results regarding class size as related to student success will be obtained through these sections since they are identical in format and taught by the same instructor with the only difference being class size.
ECON G170	cSLO 2	Fall 2015	There is a willingness on the part of all current economics faculty to report SLO's and we have 100% reporting across all sections with multiple instructors. This semester a different SLO has been selected for assessment as we work to complete cycling through assessment of all course SLO's. Improvement in student learning can be achieved through lower class sizes allowing for an increase in contact between students and the instructor. Most sections are currently capped as large class factor allowing for large class sizes. Improvement can also be achieved by re-evaluating the full online sections and possible creation of hybrid sections to provide some face to face contact between students and the instructor.
ECON G170	cSLO 2	Fall 2017	There is a willingness on the part of all current economics faculty to report SLO's. We have completed cycling through assessment of all course SLO's. All courses have an SLO assessment. Future plans involve an update of course SLO's to standardize them across the various economics courses and streamline the assessment process. Improvement in student learning can be achieved through lower class sizes allowing for an increase in contact between students and the instructor. Most sections are currently capped as large class factor allowing for large class sizes. Improvement can also be achieved by re-evaluating the full online sections and possible creation of hybrid sections to provide some face to face contact between students and the instructor. Continued efforts to implement monitoring of exams is necessary to maintain integrity in the online course sections.
ECON G170	cSLO 3	Spring 2016	There is a willingness on the part of all current economics faculty to report SLO's and we have 100% reporting across all sections with multiple instructors. We have completed assessment of all cSLO's for Econ 170 and are now cycling through the list again. Improvement in student learning can be achieved through lower class sizes allowing for an increase in contact between students and the instructor. Most sections are currently capped as large class factor allowing for large class sizes. Improvement can also be achieved by re-evaluating the full online sections and possible creation of hybrid sections to provide some face to face contact between students and the instructor. There is also continued concerns about academic honesty in the all online sections. The average quiz score in these section is 82% while the onsite class is 76% both assessed with a non-proctored and open book multiple choice quiz. The results from the multiple choice portion of the exam on the same material that were proctored and closed book had an average exam score of 66.5% for the online class versus 80% for on campus. Although these exams were not directly comparable, it is surprising that the online sections scored significantly higher on the quiz and worse on the exam as opposed to the on campus class that showed improvement between the quiz and test.
ECON G175	cSLO 1	Fall 2017	There is a willingness on the part of all current economics faculty to report SLO's. We have completed cycling through assessment of all course SLO's. Future plans involve an update of course SLO's to standardize them across the various economics courses and streamline the assessment process. Improvement in student learning can be achieved through lower class sizes allowing for an increase in contact between

Course Name	cSLO	Semester Assessed	cSLO Data Planning
ECON G175	cSLO 4	Fall 2015	<p>students and the instructor. Most sections are currently capped as large class factor allowing for large class sizes. Improvement can also be achieved by re-evaluating the full online sections and possible creation of hybrid sections to provide some face to face contact between students and the instructor.</p> <p>There is a willingness on the part of all current economics faculty to report SLO's and we have 100% reporting across all sections with multiple instructors. This semester a different SLO has been selected for assessment as we work to complete cycling through assessment of all course SLO's. Improvement in student learning can be achieved through lower class sizes allowing for an increase in contact between students and the instructor. Most sections are currently capped as large class factor allowing for large class sizes. Improvement can also be achieved by re-evaluating the full online sections and possible creation of hybrid sections to provide some face to face contact between students and the instructor.</p>