



PROGRAM REVIEW – CURRICULUM REVIEW
2015-16

Economics

Courses with CID Designation

Course Name	CID #	CID Name	COR Effective Term
ECON G170	ECON 201	Principles of Microeconomics	F2014
ECON G175	ECON 202	Principles of Macroeconomics	F2014

Dual Listed Courses

Course Name	Dual Listed
ECON G120	HIST G110

List of Active Courses offered or not offered in the last 3 years

Course ID	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
ECON G110		X			X			X	
ECON G120		X	X		X	X		X	X
ECON G170		X	X		X	X	X	X	X
ECON G175		X	X		X	X		X	X



PROGRAM REVIEW – SLO ASSESSMENTS 2015-16

Economics

*Assessment status reflects assessments between Fall 2013 through Summer 2015

Assessment status for courses with active cSLOs

Course Name	# of cSLOs	# of cSLOs Assessed	Status
ECON G110	3	1	↔
ECON G120	3	1	↔
ECON G170	3	2	↔
ECON G175	4	2	↔

- ↑ Fully assessed
- ↔ Partially assessed
- ↓ No assessment

Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
ECON G110	cSLO 2	Assess the effects of fiscal and monetary government policies on social issues including public welfare, unemployment, income inequality, and poverty.
ECON G110	cSLO 3	Apply the methods of economic analysis to specific contemporary issues describing the roll of the economy in allocating resources with an emphasis on solutions to market failures.
ECON G120	cSLO 1	Describe the structure, pace, and causal agents of changing economic life in the United States.
ECON G120	cSLO 2	Appraise the culture, socio-political context, and globalization of capitalist economic organization in the context of the history of economic thought and recent scholarship in economic history.
ECON G170	cSLO 2	Apply marginal analysis to the output decisions of firms in both perfectly and imperfectly competitive markets and use rational decision-making techniques to formulate optimal solutions to such problems as price determination, profit maximization, and shut down decisions for firms.
ECON G175	cSLO 1	Analyze the banking, financial and monetary system, taking into account the role of money and credit, interest rates, the actions of the Federal Reserve, and the impact of saving and investment on long run economic growth and development.
ECON G175	cSLO 4	Utilize a Macroeconomic model (Classical or Keynesian) to evaluate economic fluctuations in output, unemployment and inflation, and assess the impact of fiscal and monetary policies.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
ECON G110	cSLO 1	2013 - 2014 (Fall 2013)	This class is offered as a single section so difficulties of reporting across multiple course formats and/or instructors are avoided. Incorporating a basic skills assignment on graphing at the beginning may help improve overall performance on SLOs as well as providing additional assignments emphasizing application.
ECON G110	cSLO 1	2014 - 2015 (Fall 2014)	Integrating more assignments dealing with quantitative analysis would aid in students learning the concepts.
ECON G120	cSLO 3	2014 - 2015 (Fall 2014)	The bar is as low as I want it on this assignment
ECON G170	cSLO 1	2015 - 2016 (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.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
ECON G170	cSLO 1	2014 - 2015 (Spring 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 on the same SLO for Econ 170. This semester a different SLO has been selected for assessment. 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 seen in the case with Inst. Flynn who used 3 questions specifically related to scarcity and opportunity cost. The other assessment forms were mixed content containing other topics, also important to student learning but not specifically related to the SLO of assessment.
ECON G170	cSLO 3	2013 - 2014 (Fall 2013)	Our main goal is to have 100% reporting across all sections with multiple instructors. It is intended to continue reporting collectively, per course rather than individual sections, to help keep communication open between faculty on student success. A universal assessment plan is being considered across all sections. Flexible assessment methods at the discretion of the individual instructors will continue to be used for the time being. The assessed sections are different format courses, in person versus online so less rigidity will provide more results allowing the opportunity to observe the advantages and disadvantages of each method.
ECON G170	cSLO 3	2014 - 2015 (Fall 2014)	This semester we strive to continue meeting the goals set in Fall 2013: 100% reporting across all sections with multiple instructors and all instructors assessing the same SLO in the semester. We will continue with flexible assessment methods at the discretion of the individual instructors for the time being. The assessed sections are different format courses, in person versus online so less rigidity will provide more results allowing the opportunity to observe the advantages and disadvantages of each method and allow individual instructors to retain academic freedom over their classes. Future assessments are planned on a different course SLO, such that after several more assessment cycles, all cSLO's will have been assessed.
ECON G170	cSLO 3	2013 - 2014 (Spring 2014)	This semester we achieved two goals set in Fall 2013, 100% reporting across all sections with multiple instructors and all instructors assessing the same SLO in the semester. It is intended to continue reporting collectively, per course rather than individual sections, to help keep communication open between faculty on student success. We will continue with flexible assessment methods at the discretion of the individual instructors for the time being. The assessed sections are different format courses, in person versus online so less rigidity will provide more results allowing the opportunity to observe the advantages and disadvantages of each method. A universal assessment plan is being considered across all sections as the number of sections and instructors increases.
ECON G175	cSLO 2	2014 - 2015 (Spring 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. 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 seen in the case with Inst. Cummins who used 4 questions specifically related to comparative advantage. The other assessment forms were mixed content containing other topics, also important to student learning but not specifically related to the SLO of assessment.
ECON G175	cSLO 3	2013 - 2014 (Fall 2013)	Economics is in a transitional phase as SLOs are updated. One goal for spring is to have all sections assess the same SLO. It is intended to continue reporting collectively, per course rather than individual sections, to help keep communication open between faculty on student success. One area for discussion is considering a universal assessment plan where all instructors use the same format and questions to assess an SLO. We will continue to use flexible assessment methods at the discretion of the individual instructors for the time being. This was collectively decided to allow less rigidity and provide more results through multiple assessment methods to allow the opportunity to observe the advantages and disadvantages of each method.

Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
ECON G175	cSLO 3	2014 - 2015 (Fall 2014)	This semester we strive to continue meeting the goals set in Fall 2013: 100% reporting across all sections with multiple instructors and all instructors assessing the same SLO in the semester. We will continue with flexible assessment methods at the discretion of the individual instructors for the time being. The assessed sections are different format courses, in person versus online so less rigidity will provide more results allowing the opportunity to observe the advantages and disadvantages of each method and allow individual instructors to retain academic freedom over their classes. Future assessments are planned on a different course SLO, such that after several more assessment cycles, all cSLO's will have been assessed.
ECON G175	cSLO 3	2013 - 2014 (Spring 2014)	The SLOs for the Economics courses have been updated for spring 2014. We met two goals this semester set in Fall, all sections assessed the same SLO and we have 100% reporting across all sections with multiple instructors. It is intended to continue reporting collectively, per course rather than individual sections, to help keep communication open between faculty on student success. We will continue to use flexible assessment methods at the discretion of the individual instructors for the time being. This was collectively decided to allow less rigidity and provide more results through multiple assessment methods to allow the opportunity to observe the advantages and disadvantages of each method. One area for discussion is considering a universal assessment plan where all instructors use the same format and questions to assess an SLO. This will become necessary as the number of offered sections increases.