

**Program: ECONOMICS**

| <b>Outcome 1<br/>Student Academic Performance</b>  | <b>Measurable<br/>Criteria</b>   | <b>Measurement<br/>Tool</b>  | <b>Time Frame</b> |
|--|--|--|-------------------|
| Students will develop a general overview of the economy by building models that explain how the economy operates as a whole as well as develop an understanding for how decisions are made in a competitive market system. Students will learn to apply economic models to current events and learn to critically analyze current economic thought | Students will develop a general overview of the economy by building models that explain how the economy operates as a whole as well as develop an understanding for how decisions are made in a competitive market system. Students will learn to apply economic models to current events and learn to critically analyze current economic thought | Students will develop a general overview of the economy by building models that explain how the economy operates as a whole as well as develop an understanding for how decisions are made in a competitive market system. Students will learn to apply economic models to current events and learn to critically analyze current economic thought | Fall 05 – SP 06   |

**Results:**

**Results:** Mean score is reported for each category.

|             | Tests | HW | Journal<br>Analysis | Attendance |
|-------------|-------|----|---------------------|------------|
| Econ<br>101 | 80    | 90 |                     | 80         |
| Econ<br>102 | 82    | 89 |                     | 86         |

**Analysis and Action:**

\*Results indicate assessment of Economics department- all courses offered in Academic Year fall 05 – SP 06.

Assessment objective for homework problems has been met. The mean score was an 89%. The homework load was maintained at the same level as in 2005. The average score did not change significantly (1 %) from previous academic year.

Tests were the assessment focus in 2004-2005. The mean score for tests remained at 81%- same as in the previous year. Decreasing class time

devoted to review sessions and devoting more time to lecturing and class exercises had no negative impact on student achievement as measured by this tool.

Comparison of results for Journal Analyses and research papers:

|                   |                          |                |
|-------------------|--------------------------|----------------|
|                   | Journal Analysis<br>2004 | Research Paper |
| <b>Mean Score</b> | 83                       | 86             |

Mean Score was higher than journal analysis.

There are two possible reasons for the above paradox. 1. The research papers are learning team assignments and students are successfully collaborating. 2. There is one paper to complete in each class coming at the end of the quarter unlike the journal analyses assignments. Students tend to do better in the journal analyses as the quarter progressed. Requiring them to collaborate and write one paper coming at the end of the quarter could increase their chances of success. At least that was the reasoning when the change to the research papers was made. One negative aspect of the collaborative learning model is the lecture time given up by the instructor to ensure successful collaboration and deal with learning team dynamics.

| <b>Outcome 2<br/>Student Satisfaction</b>  | <b>Measurable<br/>Criteria</b>  | <b>Measurement<br/>Tool</b> | <b>Time Frame</b> |
|--|---------------------------------|-----------------------------|-------------------|
| Instructors will infer student satisfaction by measuring rate of attrition.                                    | Rate of attrition less than 15% | Rate of attrition           | Fall 05 – SP 06   |
| <b>Results:</b><br>No data was available. The economics department does not keep records of student attrition. |                                 |                             |                   |
| <b>Analysis and Action:</b><br><br>Further analysis is needed.   |                                 |                             |                   |