

Degree: \_\_\_\_\_ BS \_\_\_\_\_

Major/Option: \_\_\_\_\_ Economics \_\_\_\_\_

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Date: \_\_\_\_\_ 6/27/16 \_\_\_\_\_

### Programmatic SLO Assessment Report

1. Student Learning Outcome(s) assessed

Use quantitative skills to analyze economic data.

2. Strategy or method(s) of measurement

Embedded test questions from final exams administered in four sections of Econ 200: Introduction to Microeconomics and all upper division courses (Econ 300: Intermediate Microeconomics, Econ 301: Intermediate Macroeconomics, Econ 337: Econometrics, Econ 444: Money & Banking, Econ 445: Insurance & Risk, Econ 450: Public Finance & Public Policy, Econ 475: Economic Development) offered Winter Quarter 2016.

3. Observations gathered from data

Econ 200: Introduction to Microeconomics			
Expectation	Set Up Problem	Calculations	Explanation
Exceeds	26%	32%	23%
Meets	37%	39%	39%
Does Not Meet	37%	29%	38%

Upper Division Economics Courses			
Expectation	Set Up Problem	Calculations	Explanation
Exceeds	42%	39%	26%
Meets	39%	36%	41%
Does Not Meet	19%	25%	33%

From the data, it appears that less than two-fifths in the introduction to microeconomics courses and one third of the students in the upper division economic courses students are having problems understanding the material. Comparing the two tables demonstrates that as students' progress through the program their quantitative skills are improving.

(over)

#### 4. Actions recommended based on observations

For the 2016-17 AY the quantitative skills outcome will be reassessed in the 2017 Winter Quarter. The professors will spend more time describing to students how to set up problems and give proper explanations in the Introduction to Microeconomics course and spend more time describing to students how to perform calculations and give proper explanations in the upper division courses.

#### 5. Plan and timetable for taking action

From the data it appears that more than half of the students have a firm grasp of quantitative analysis. The same quarter (winter) will be assessed for the 2016-17 AY to ascertain if students consistently utilize quantitative skills.

#### 6. Overall evaluation of progress on outcome

Quantitative analysis is a core subject within the field of economics. It is imperative that this student learning objective still be assessed.

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SLO(s) assessed for AY 2014-15:

Understand and apply the cost/benefit principle to a current socio-economic issue.

Briefly describe what action has been taken to “close the loop” on findings from the AY 2014-15 report:

The 2014-15 Program Assessment Update report proposed that the department would discuss the validity of this SLO. The department agreed that the SLO is still a good predictor of performance within the program. Last year’s assessment update report also suggested that the cost/benefit principle should be reassessed in the Econ 498: Behavioral Economics course. There was an improvement in the students’ responses to the final exam question related to the cost/benefit principle, thus progress is occurring.