2. **SLO(s) being assessed:** Student will..

   SLO 8: Students will be informed and engaged citizens of the U.S. and the world.

3. **AGSC Content Area of Alignment:**

   Area IV: History, Social and Behavior Sciences

4. **Assessment Method(s):**

   [Explain how assessment for the measures associated with this SLO - not grading for the course as a whole - was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method. Is this the method you initially planned to use? Provide a separate paragraph for each method].

   Assessment was conducted using sets of questions included in final examinations for sections of the core courses ECON2020 (Microeconomics) and ECON2030 (Macroeconomics). The questions were developed by a committee of instructors for the relevant courses. Different questions were written for the Micro and Macro courses due to substantial variation in the applicability of their content to the goals and purposes of SLO8: Students will be informed and engaged citizens of the U.S. and the world. Just prior to the development of the questions (4-15-2013), the GenEd committee produced a new set of rubrics to use in evaluation of all of the SLOs, and the nature of the new rubric for SLO8 was used by us to craft our questions. We tested 569 students in spring 2013 sections of ECON2020, Microeconomics, and 275 students in spring 2012 Macroeconomics (ECON2030), for a total of 844 total students. (In comparison, our evaluation for 2011-2012 included 897 students, so the scope of our sampling is similar to what we used in the past.) Analysis of the new rubric for SLO8 suggested to us the following division of skills to be demonstrated by the students: the first component refers to knowledge of basic economic institutions; a second component asks that students demonstrate the ability to analyze (economic) systems.” For Macroeconomics (ECON2030), our questions were:

   **Knowledge Questions:** 1) Which of the following is NOT a function that money serves in the U.S. economy? A) store of value. B) unit of account. C) medium of barter. D) medium of exchange.

   2) Consider the structure of the U.S. Federal Reserve System. The Federal Open Market Committee (FOMC) consists of: A) the 12 Federal Reserve Bank Presidents. B) five of the Federal Reserve Bank Presidents. C) the seven member Board of Governors of the Federal Reserve. D) the Board of Governors plus the five of the Federal Reserve Bank Presidents. Ability to Analyze Questions: 3) Consider the way that the U.S. Federal Reserve controls the money supply. Suppose the required reserve ratio, , is 5%. What does the Fed have to do in order for the money supple to increase by $100 million? A) sell $50 million in government bonds. B) buy $5 million in government bonds. C) buy $50 million in government bonds. D) buy $100 million in government bonds.

   4) Congress often attempts to impact the U.S. economy through a variety of different fiscal policies. Which of the following is an example of a change in discretionary fiscal policy? A) $1 trillion stimulus package passed by Congress in 2009 to combat recession. B) an increase in unemployment insurance payments during a recession. C) an increase in income tax receipts with rising income during an expansion. D) a decrease in food stamps issued during an expansion or boom. The questions in Microeconomics were:

   **Ability to Analyze Questions:** 1. Most of the advanced market economies around the world have labor markets that are subject to numerous regulations. Changes in regulations that reduce labor costs to employers are likely to: a. Increase the capital intensity of production. b. Raise the prices of final goods. c. Increase employment. d. Decrease firm profits. 2. Consider our basic demand and supply model for a market economy. An increase in the demand for a product is most likely to result in a large price increase for the product if: a. The supply curve of the product is very elastic. b. The good is produced using...
5. Findings: What assessment data did each assessment method produce?

In aggregate, our findings are as follows. For Macroeconomics, Fact questions (Q1 and Q2) saw correct answers from 75.5% and 41.0%, respectively. For the Analytics (Q3 and Q4), we obtained correct responses from 71.3% and 51.3%. In Microeconomics, Analytic Questions (Q1 and Q2) produced correct answers in 80.8% and 69.4% of cases. Fact questions yielded 69.9% and 65%, respectively.

6. Based on the comprehensive rubric for the appropriate SLO(s), indicate the extent of competency of the average student who has completed this core course in each learning outcome assigned to it:

<table>
<thead>
<tr>
<th>SLO</th>
<th>Level of Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 8</td>
<td>intermediate</td>
</tr>
</tbody>
</table>

7. How did you (or will you) use the findings for improvement?

[What questions / issues / concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?]

After discussion we decided to apply the following simple metric: if 80% or more of the students are able, after their principles class, to correctly perform the required task (either analysis or knowledge demonstration), we would consider the result to correspond to “advanced” level as described in the rubric. Similarly, a 60% performance would represent “intermediate” status, and so on. By this metric, we have a ways to go: although correct answers are highly correlated among students (i.e., a student who answered one question correctly had a heightened chance of answering another correctly, across all questions), advanced analytic abilities are demonstrated by only a minority of students. More students appear to perform at the intermediate level. Some surprising gaps were noted: many principles students in microeconomics appear not to understand the basic notion of a “public good”, which is fundamental to economic understanding of the roles of public institutions and government. On investigation, this appears to be due primarily to one large section which, for various reasons, did not cover this idea in much depth. Obviously, if we are going to use questions on tests to do assessments (and, given the huge sections sometimes involved, feasible alternatives are not apparent), we need to do further coordination in syllabi and course content so the questions serve their intended purposes.

8. Additional Comments:
Course Name / number: ECON2020/2027

[What else would you like the Committee to know about your assessment of this course or plans for the future?]

This assessment concerns courses ECON2020/2030. This choice is not available in the drop-down menu on Q.1 above.

9. Committee Comments: