

LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: Social and Behavioral Sciences

Discipline/Program: Economics

Course Number and Name: ECON 002 Principles of Macroeconomics

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Reviewed by: _____,

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Attach additional pages as necessary.

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
2	1. Recognize concepts related to basic economic analysis and analyze verbal, graphical (PPC, Circular Flow, etc.) and tabular information to evaluate the situations in terms of economic statements related to the ideas of opportunity cost, comparative advantage, future economic growth, etc.	Assessment was conducted as part of the midterm exam. Students were presented with a set of questions in verbal, graphical and tabular format to adequately assess their knowledge of the topic. It deemed satisfactory if at least 60% of students scored 60% or more on the assignment.	The test was conducted without immediate prior review. The total number of students assessed was 100. Ninety of those scored 60% or higher on the assignment. This is 90% of all students who had taken the assessment. SLO assessed in Spring-2014.	The material is accepted well by most of the students. No immediate action is required for improvements.
1, 2	2. Use supply and demand graphical model to identify impacts of changes in market conditions and governmental policies on the market price, output, and resource allocation in production of private and public goods under the market economic system (capitalism).	Assessment was done as a stand-alone quiz. It would deem satisfactory if at least 60% of students score 60% or more on the assignment.	The assessment was conducted in all six sections offered during the semester. Total number of assessed students is one hundred thirty four. One hundred and four of those scored 60% or higher on the assignment. This is 77.6% of all students who had taken the quiz. SLO assessed in Fall-2014.	On the previous assessment cycle this SLO demonstrated the lowest level of performance (57% of students reached the target that time). Some changes were made in the course delivery. Homework was assigned in some sections so students could work specifically on the topic hands on. Tutoring service was promoted to students. Performance improvements may also be attributed to the offering of the math refreshment non-credit course offered for the first time in late summer / early fall 2014. The workshop was aimed at brushing up the students' math skills prior to taking the Econ course.

				Given the significant improvement in the assessment results it is necessary to continue tutoring service provided to students and, potentially, offering the math workshops. More hours of tutoring service should be funded in the future to accommodate students' requests for more convenient times.
2, 4	3. Recognize information pertaining to the various national income accounts and assess the health of the macro-economy in different stages of the business cycle; calculate the real and nominal GDP, rates of unemployment and inflation from the presented data.	Assessment was conducted as a stand-alone quiz. Students were presented with a set of questions and problems to assess their knowledge of the topic. It deemed satisfactory if at least 60% of students scored 60% or more on the assignment.	SLO was assessed in all six sections offered during the semester. Total number of assessed students is ninety six. Eighty two of those scored 60% or higher on the assignment. This is 85.4% of all students who had taken the quiz. SLO assessed in Spring-2015.	The assessment shows a significant improvement over the previous assessment conducted in Spring-14. At that time only 60% of students met the target. Greater success this time may be attributed to offering a math-refreshing workshop at the beginning of the semester and to availability of the tutoring service. More tutoring hours should be funded to provide better accessibility and convenience to students. No other immediate action is needed.
2	4. Apply Keynesian economic assumptions and appropriate macro-economic model to answer questions about presented economic situation; identify appropriate fiscal policy to achieve full employment, stability and economic growth; evaluate the impact of the fiscal policy on the public debt.	Assessment was done as either a stand-alone quiz or as part of an exam at instructor's discretion. If 60% of students score 60% or more on the assignment it would deem satisfactory.	All the sections taught in Spring-14 semester were assessed with this SLO. Overall 125 students participated. Out of this number, 93 students scored 60% or higher. This is 74% of all participants. SLO assessed in Spring-2014.	Despite the difficulty of the topic most of the students performed relatively well. No immediate action is required for improvements.
2	5. Demonstrate knowledge of the functions of money and the components of the U.S. money supply; identify various tools of monetary policy the Fed is using to promote macro-economic stability and relate the effectiveness of monetary policy mechanisms to changes in actual GDP and price level.	Assessment was done as part of the final exam. Students were presented with a set of questions and problems in verbal, graphical and tabular format to adequately assess their knowledge. If 60% of students score 60% or more on the assignment it would deem satisfactory.	Overall eighty two students were assessed. Fifty eight students scored 60% or higher on the assessment. This is 71% of the total number of assessed students. SLO assessed in Spring-2014.	The topic is relatively challenging, yet, most of the students performed quite well. No immediate action is required for improvements.