

## Assessment Report - AY 2012-2013

Name of Program: **ECONOMICS**

School or Department: **Economics 1020**

College: **SCHOOL OF SOCIAL SCIENCES**

**Kean University**

**Program SLOs:**

**SLO 1: Utilize Economic Tools and Critical Analysis**

**SLO 2: Define and Analyze the Impact of Public Policies on Markets**

**SLO 3: Meet the NCSS Standard 6.6 for Teacher Preparation**

**SLO 4: Articulate the Importance of Community Contribution/Development**

**SLO 5: Examine Economics as the Cornerstone of Business Disciplines**

Program Level Student Learning Outcomes	Assessment Measure(s)	Assessment Criteria (Method of Collection)	Results of Assessment (See Attachments)	Action Taken (Closing the Loop)
<b>SLO #1-Utilize Economic Tools and Critical Analysis</b>  <b>KU: 1, 2, 3, 4</b> <b>GE: K1, K2, S1, S3, S4, S5, V1, V2, V3, V4, V5</b>	SLO #1 Measure #1 Measure Basic Economic Knowledge.	Pre-Assessment Exam Scores. Post-Assessment on Basic Economics.	1. General Improvement in Basic Economic Knowledge. 2. Uneven distribution of Achievement in Specific Areas.	1. Beginning Fall Semester recommend that all faculty teaching Introductory Economics Courses use book vendor websites to enhance their classes. 2. Optionally , give end of chapter quizzes
	SLO #1 Measure #2 Measure increases in areas of economics.	Pre-Assessment Exam Scores. Post-Assessment on Basic Economics.	1. General Improvement in Basic Economic Knowledge. 2. Uneven distribution of Achievement in Specific Areas.	1. Beginning Fall Semester recommend that all faculty teaching Introductory Economics Courses use book vendor websites to enhance their classes. 2. Optionally , give end of chapter quizzes
<b>SLO #2-Define and Analyze the Impact of Public Policies on Markets</b>  <b>KU: 1, 2, 3, 4</b> <b>GE: K1, K2, S1, S3, S4, S5, V1, V2, V3, V4, V5</b>	SLO #2 Measure #1 Measure Basic Comprehension of Economic Policy Impacts.	Pre-Assessment Exam Scores. Post-Assessment on Basic Economics.	1. General Improvement in Basic Economic Knowledge. 2. Uneven distribution of Achievement in Specific Areas.	1. Beginning Fall Semester recommend that all faculty teaching Introductory Economics Courses use book vendor websites to enhance their classes. 2. Optionally , give end of chapter quizzes
	SLO #2 Measure #2 Ability to use Economic Concepts in Policy Analysis.	Pre-Assessment Exam Scores. Post-Assessment on Basic Economics.	1. General Improvement in Basic Economic Knowledge. 2. Uneven distribution of Achievement in Specific Areas.	1. Beginning Fall Semester recommend that all faculty teaching Introductory Economics Courses use book vendor websites to enhance their classes. 2. Optionally , give end of chapter quizzes

<p><b>SLO #3-Meet the NCSS Standard 6.6 For Teacher Preparation</b></p> <p><b>KU: 1, 2, 3, 4</b>  <b>GE: K1, K2, S1, S3, S4, S5, V1, V2, V3, V4, V5</b></p>	<p>SLO #3 Measure #1  Measure Basic Economic Knowledge Addressed in Standard 6.6.</p>	<p>Pre-Assessment Exam Scores.  Post-Assessment on Basic Economics.</p>	<ol style="list-style-type: none"> <li>1. General Improvement in Basic Economic Knowledge.</li> <li>2. Uneven distribution of Achievement in Specific Areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning Fall Semester recommend that all faculty teaching Introductory Economics Courses use book vendor websites to enhance their classes.</li> <li>2. Optionally , give end of chapter quizzes</li> </ol>
<p><b>SLO #4-Articulate the Importance of Community Contribution and Promoting Economic Development</b></p> <p><b>KU: 1, 2, 3, 4</b>  <b>GE: K1, K2, S1, S3, S4, S5, V1, V2, V3, V4, V5</b></p>	<p>SLO #4 Measure #1  Measure Basic Comprehension of Economic Policy Impacts</p>	<p>Pre-Assessment Exam Scores.  Post-Assessment on Basic Economics</p>	<ol style="list-style-type: none"> <li>1. General Improvement in Basic Economic Knowledge.</li> <li>2. Uneven distribution of Achievement in Specific Areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning Fall Semester recommend that all faculty teaching Introductory Economics Courses use book vendor websites to enhance their classes.</li> <li>2. Optionally , give end of chapter quizzes</li> </ol>
	<p>SLO #4 Measure #2  Ability to use Economic Concepts in Policy Analysis</p>	<p>Pre-Assessment Exam Scores.  Post-Assessment on Basic Economics</p>	<ol style="list-style-type: none"> <li>1. General Improvement in Basic Economic Knowledge.</li> <li>2. Uneven distribution of Achievement in Specific Areas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning Fall Semester recommend that all faculty teaching Introductory Economics Courses use book vendor websites to enhance their classes.</li> <li>2. Optionally , give end of chapter quizzes</li> </ol>
<p><b>SLO #5-Examine Economics as the Cornerstone of Business Disciplines</b></p> <p><b>KU: 1, 2, 3, 4</b>  <b>GE: K1, K2, S1, S3, S4, S5, V1, V2, V3, V4, V5</b></p>	<p>SLO #5 Measure #1  Measure Basic Comprehension of Economic concepts and their use in Business Disciplines</p>	<p>Pre-Assessment Exam Scores.  Post-Assessment on Basic Economics</p>	<ol style="list-style-type: none"> <li>1. General Improvement in Basic Economic Knowledge</li> <li>2. Uneven distribution of Achievement in Specific Areas</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning Fall Semester recommend that all faculty teaching Introductory Economics Courses use book vendor websites to enhance their classes.</li> <li>2. Optionally , give end of chapter quizzes</li> </ol>
	<p>SLO #5 Measure #2  Knowledge of basic tools used in Industry analysis</p>	<p>Pre-Assessment Exam Scores.  Post-Assessment on Basic Economics</p>	<ol style="list-style-type: none"> <li>1. General Improvement in Basic Economic Knowledge</li> <li>2. Uneven distribution of Achievement in Specific Areas</li> </ol>	<ol style="list-style-type: none"> <li>1. Beginning Fall Semester recommend that all faculty teaching Introductory Economics Courses use book vendor websites to enhance their classes.</li> <li>2. Optionally , give end of chapter quizzes</li> </ol>

**Assessment Results for Econ 1020, Fall Session 1, 2012**

**Table 1. Class Average Scores**

<b>Pre-Session Test Scores</b>	<b>Post-Session Test Scores</b>
40	49
17	37
34	54
31	43
40	71
40	26
26	23
34	46
37	34
37	29
29	57
20	23
29	23
31	31
29	17
29	43
31	34
31	69
37	69
23	69
29	43
29	60
29	69
23	<b>Average = 44</b>
34	
34	
<b>Average = 31</b>	

Assessment Notes: There was a 43% improvement in the average score of the students from pre-session test (held at the beginning of the semester) and post-session test (held at the end of the semester). The improvement in the average score suggests that the course enhanced students' basic knowledge about macroeconomics in general. While the overall class score improved by 43%, the average score of the top section (top 25%) of the class increased by 81%. It appears that the top group of students benefited more from the course.

**Table 2. Analysis of class scores by item or by Basic Macroeconomic Areas**

	<b>Pre-session test scores by item/area</b>	<b>Post-session test scores by item/area</b>	<b>% change</b>
Scarcity of resources	36	57	59%
Demand and supply	47	47	0%
Market Equilibrium	34	47	39%
GDP Measurement	31	37	22%
Unemployment and Inflation	26	44	73%
Monetary Policy	20	39	96%
Fiscal Policy	24	38	58%
Class average of the items	31	44	43%

Assessment notes: The test covers five major macroeconomic areas. While the class scores increased 43% on average, the degree of the improvement varied among the major areas. The largest improvements were found in the areas of monetary policy (96%) and unemployment & inflation (73%). Students registered greater improvement in these two areas perhaps because they knew comparatively less of the area before taking the course (monetary policy) or they were more interested in the topics (unemployment & inflation). Both areas are related to public economic policies (SLO#2). The results suggest that there is a general improvement in students' basic economic knowledge, although the distribution of the achievements was rather uneven across different areas covered by the course.