General Education Annual Course Assessment Form

Course Number/Title _____ECON 1B_________________ GE Area ______D1_________________________

Results reported for AY ___2015-2016_____ # of sections _____4______ # of instructors ______1_______

Course Coordinator: ______Dr. Rui Liu_______________ E-mail: _______rui.liu@sjsu.edu_____________

Department Chair: ___Dr. Colleen Haight______________ College: ____CoSS_____________________

Instructions: Each year, the department will prepare a brief (two page maximum) report that documents the assessment of the course during the year. This report will be electronically submitted to <curriculum@sjsu.edu>, by the department chair, to the Office of Undergraduate Studies, with an electronic copy to the home college by October 1 of the following academic year.

Part 1

To be completed by the course coordinator:

(1) What GELO(s) were assessed for the course during the AY?

GELO 3: Students will be able to evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.

(2) What were the results of the assessment of this course? What were the lessons learned from the assessment?

All sections include a 1500-1700-word term paper as the writing assignment. The term paper requires an economic analysis of one or more proposals to raise the minimum wage—for the U.S., and particular states and cities—and to consider both the short-run and long-run economic impacts. Students need to consider the consequences for different sorts of labor (e.g., skilled, semi-skilled, and unskilled workers, full-time and part-time workers, younger and older workers, men and women, and different ethnicities—white, black, Hispanic, etc.), and the differential impact this policy would have between cities within California, and between states, say, California and Mississippi. The assignment is very well consistent with GELO 3.

Out of a total of 149 students, 45% receive excellent, 38.3% receive good, 9.4% receive adequate, and 11.4% receive inadequate. Among the students who fail to meet the paper requirement, 64.7% did not submit a term paper.

Several lessons can be drawn from the assessment.

a) Half of the students fail to understand the instructions.

   • Students do not draw conclusions.
   • Students simply copy the readings.
• Students do not understand the important role of elasticity of demand/supply of labor.
• Students do not include reference materials.

b) 20% of the students are unable to express themselves in writing.

c) Half of the students provide well-written argument and reference materials. Some draw on their own experiences to add examples of their own.

(3) What modifications to the course, or its assessment activities or schedule, are planned for the upcoming year? (If no modifications are planned, the course coordinator should indicate this.)

We suggest the instructor provide a scoring rubric to students. In addition, we recommend the instructor explain the rubric in class and also upload sample paper on the course website.

Part 2

To be completed by the department chair (with input from course coordinator as appropriate):

(4) Are all sections of the course still aligned with the area Goals, Student Learning Objectives (GELOs), Content, Support, and Assessment? If they are not, what actions are planned?

All sections of the course are still aligned with the area Goals, Student Learning Objectives (SLOs), Content, Support, and Assessment.

(5) If this course is in a GE Area with a stated enrollment limit (Areas A1, A2, A3, C2, D1, R, S, V, & Z), please indicate how oral presentations will be evaluated with larger sections (Area A1), or how practice and revisions in writing will be addressed with larger sections, particularly how students are receiving thorough feedback on the writing which accounts for the minimum word count in this GE category (Areas A2, A3, C2, D1, R, S, V, & Z) and, for the writing intensive courses (A2, A3, and Z), documentation that the students are meeting the GE GELOs for writing.

A draft is due two weeks before the paper due date. Instructor provides written comments on students’ draft and also holds a few extra office hours around the due date.