General Education Annual Course Assessment Form

Course Number/Title _____ECON 1B__________
GE Area ________________D1______________

Results reported for AY __14-15__ # of sections _ 4 sections__ # of instructors_Two_

Course Coordinator: __Rui Liu____________________ E-mail_rui.liu@sjsu.edu________________

Department Chair: ____Lydia Ortega_________________ 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 SLO(s) were assessed for the course during the AY?
   SLO 1: Students will be able to place contemporary developments in cultural, historical, environmental, and spatial contexts.

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

   We are looking at assignments that meet multiple learning objectives. We have established common assignments that ensure continuity of assessment across multiple sections and multiple instructors. This year, we focused on exams, written assignments and weekly online exercise as the primary methods for assessment of SLO 1.

   Students take three exams in this course. Exams are multiple choice questions, based on consumer behavior, functioning of a market, pricing of products and international trade. These questions will allow students to learn to apply microeconomics theory and to evaluate social information in the appropriate contexts. For example, discussions and examples on whether to increase minimum wages or whether international trade is beneficial will cover cultural, historical, geographic issues.

   The 1500-word writing assignment allows students to pick an economic topic of interest. Students must place his/her economic questions in historical and cultural contexts.

   Weekly online assignments (i.e. Aplia, Moblab and Sapling) cover concrete examples of microeconomic topics and allow students to think, analyze, and answer questions in different cultural settings.

   Overall, Students perform significantly better on writing assignments than exams. Students’ exam performance might be of a bigger issue. Below is a summary of our assessment results based on one section in the Fall semester and three sections in the Spring.
Fall Midterm 1

35/45 students met the minimum standard of 73%, 12 students scored in the good range (80%-89%), 9 students scored in the excellent range (above 90%).

Fall Midterm 2

36/45 students met the minimum standard of 73%, 14 students scored in the good range (80%-89%), 11 students scored in the excellent range (above 90%).

Fall Final

29/45 students met the minimum standard of 73%, 8 students scored in the good range (80%-89%), 10 students scored in the excellent range (above 90%).

Fall Written Assignment

34/45 students met the minimum requirement standard of 73%, 10 students scored in the food range (80%-89%), 22 students scored in the excellent range (above 90%).

Spring Midterm 1

89/161 students met the minimum standard of 73%, 41 students scored in the good range (80%-89%), 24 students scored in the excellent range (above 90%).

Spring Midterm 2

83/161 students met the minimum standard of 73%, 38 students scored in the good range (80%-89%), 17 students scored in the excellent range (above 90%).

Spring Final

84/161 students met the minimum standard of 73%, 35 students scored in the good range (80%-89%), 22 students scored in the excellent range (above 90%).

Spring Written Assignment

151/161 students met the minimum standard of 73%, 7 students scored in the good range (80%-89%), 135 students scored in the excellent range (above 90%).

(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.)

No major modifications at current stage. However, activities that lead to better exam performance should be discussed in future meetings.
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 (SLOs), 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 SLOs for writing.

1B typically enrolls 50 students. Students receive thorough instructor evaluation and feedback on their written work.