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Course Outcomes Guide

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Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: ECO 201 Macroeconomics Principles   Date: Fall 2013

Course/Program Team: Lori Spessard & Stacey McGee

Expected Learning Outcomes

Students who successfully complete this course will be able to:
1. Explain how the concepts of scarcity, incentives, opportunity cost, and marginal analysis affect economic decision making.
2. Analyze the role of supply, demand, and prices in a market economy and the necessary conditions for a market economy to function well.
3. Describe and critique the role of government in a market economy.
4. Understand the three major macroeconomic goals (economic growth, high employment, low inflation) in order to describe why they are important and how they are measured.
5. Explain the importance of long run economic growth, and the factors that contribute to growth.
6. Describe the theories, implementation, and limits of fiscal and monetary policies, and how they affect economic activity.
7. Explain the concept of comparative advantage, the gains from international trade, the role of exchange rates, and the effects of globalization.
8. Use economic terminology, concepts and theories to analyze "real world" scenarios and current events.

Assessment (How do or will students demonstrate achievement of each outcome?)

Students are assessed using a combination of quizzes, exams, writing, and discussion assignments.

Outcome	Quiz or Exam Questions	Writing Assignments	Discussion
1	X		
2	X		
3	X	X	X
4	X	X	X
5	X		
6	X		
7	X	X	X

8	X	X	X

Validation (What methods have you used or will you use to validate your assessment?)

Quiz and exam questions are selected from a large test bank provided by the publisher. It is assumed that the publisher validates these questions and tests them for reliability. We select each question to ensure the quizzes and exams are assessing what we want to assess.

The writing and discussions assignments are graded with a detailed rubric to ensure a match between the assignments and the outcomes.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

A change we made this year based on last year's results was to reduce the number of attempts at MyLab homework. Anecdotal evidence tells us that this did force students to pay more attention to the homework, but students continue to memorize problems rather than use the practice for learning concepts.

The MyLab study plan feature implemented in the Fall semester did not work. Students were confused and discouraged using it, so it was dropped in the middle of the semester.

In the online sections, discussions assignments were redesigned to provide more guidance in how to construct good responses. This resulted in improved responses, although information literacy and writing skills are somewhat weak.

Follow-up (How have you used or how will you use the data to improve student learning?)

Students must complete two quizzes before taking the midterm and final exams. This will hopefully encourage them to study before the exams and will provide additional graded practice. We will continue the use of graded MyLab homework and additional in-class problem sets.

We will continue to find ways to improve writing assignments in both face-to-face and online sections of the course. In the face-to-face sections, the writing will be in the context of a group assignment, with the hope that groups will work together to help those with weaker writing skills.

Budget Justification (What resources are necessary to improve student learning?)

No additional funds are required at this time.