UNIVERSITY OF ARKANSAS
PULASKI TECH

Course-Level Assessment Report

Course: ECON 2322

Principles of Microeconomics

Academic Year: 2022-2023

Due to Chair/Program Director and Faculty Assessment Chair by

1. Name of course: *ECON 2322 Principles of Microeconomics*

2. Name of individual(s) compiling report: *Mindy Hodges*

3. Date of submission: *10/15/23*

4. Academic year: *2022-2023*

Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

1. Identify, describe and/or apply the concept of Supply & Demand.
2. Identify, describe and/or apply the concept of Elasticity.
3. Identify, describe and/or apply the concept of Production and Costs.
4. Identify, describe and/or apply the concept of Market Structures.
5. Identify, describe and/or apply the concept of Factor Markets.
6. Identify, describe and/or apply the concept of International Economics.

2. Which CLOs were addressed for the academic year?

1. Identify, describe and/or apply the concept of Supply & Demand.
2. Identify, describe and/or apply the concept of Elasticity.

3. Which CLOs are being addressed in your assessment plan in the upcoming academic year?

Each CLO is assessed every semester in this principles-based course. We began a new assessment cycle in 2022-2023. We will report on the following CLO's for the upcoming academic year (2023-2024).

1. Identify, describe and/or apply the concept of Production and Costs.
2. Identify, describe and/or apply the concept of Factor Markets.

Moving forward, each CLO will be reported on over the course of a 3-year cycle. This will average out to 2 a year. The plan is as follows:
Year 1 (2022-2023) – Supply & Demand, and Elasticity
Year 2 (2023-2024) – Production & Costs, and Factor Markets
Year 3 (2024-2025) – Market Structures and International Economics

4. How does this report connect or map to program-level or institutional-level outcomes?

(ILO link: https://uaptc.edu/college-academics/resources/student-learning-outcomes
PLO list will vary depending on your Program.)

ILO:
4. Students will apply critical thinking skills to achieve a desired goal. (Critical Thinking)
5. Students will use quantitative methods to solve problems. (Quantitative Reasoning)

PLO:
Associates of Science in Business (AS)

PLO 3. Competency in Discipline: Students will demonstrate ability to apply theories and methods to the solution of common types of problems related to their academic field.

For each Course Level Outcome assessed this academic year, please complete the chart below, providing the assessment data for both fall and spring, and then a total for the academic year.

Assessment Methods- How did you assess student learning (define direct assessment methods used) in relation to the course level outcome being reported? *Note: If more than one assessment method was used, you may insert an additional row.*	CLO 1 (Supply and Demand) - Direct – standardized quiz- Multiple choice and essay questions given as a blackboard quiz. CLO 2 (Elasticity) - Direct - standardized quiz- Multiple choice and essay questions given as a blackboard quiz.	
Were indirect assessment methods also used to assess students? If 'yes', please describe the method used.	***Yes*** *Class discussions and final grades*	***No***
How do you define success for an individual student on the CLO assessment assignment or	Student scores 70% on the Blackboard quiz for CLO 1. Student scores 70% on the Blackboard quiz for	

measure?	CLO 2.	
How do you define success for the course level outcome? What is the benchmark for the Course Level Outcome?	80% of students in the course achieve success on the CLO assessment assignment or measure.	
CLO 1 (Supply and Demand)		
How many students completed the assessment, and how many were successful?	***Fall*** *84 students assessed* *64 successful* *(76% success rate)*	***Spring*** *94 students assessed* *82 successful* *(87% success rate)*
Academic Year Total (add the numbers from Fall and Spring)	*178 students assessed* *146 successful* *(82% success rate)*	
Was the benchmark/goal for this academic year met?	***Yes***	
Were standardized rubrics, tests, or checklists used?	***Yes***	
CLO 2 (Elasticity)		
How many students completed the assessment, and how many were successful?	***Fall*** *84 students assessed* *66 successful* *(79% success rate)*	***Spring*** *94 students assessed* *82 successful* *(87% success rate)*
Academic Year Total (add the numbers from Fall and Spring)	*178 students assessed* *148 successful* *(83% success rate)*	
Was the benchmark/goal for this academic year met?	***Yes***	
Were standardized rubrics, tests, or checklists used?	***Yes***	

Return to Top of Document

5. What is your analysis of the findings?

For CLO 1 (Supply and Demand), both semesters show a pass rate of over 80% for all methods of course delivery. Goals were met for this learning objective. This result is encouraging. This material is difficult. It includes lots of analysis and graphing. There has been deeper emphasis on understanding the why behind the quantitative analysis and this has increased students' ability to apply the concepts. The fall semester showed lower scores than the spring. We will watch next year to see if this is a trend or anomaly.

For CLO 2 (Elasticity), both semesters show a pass rate of over 80% for all methods of course delivery. Goals were met for this learning objective. Elasticity is very math heavy and always a struggle for students. There is still some struggle with calculating specific elasticities and understanding the relation of elasticity to slope. We will continue to focus on those concepts moving forward. The fall semester showed lower scores than the spring. We will watch next year to see if this is a trend or anomaly.

6. What is the action plan for the upcoming academic year? Explain.

For CLO's 1 & 2 (Supply and Demand and Elasticity), we will continue to use the quiz format; the quizzes will be administered online. Instructors will review results and data will be examined across modalities to determine any necessary changes for spring. Instructors will review again after the spring semester ends to identify trends and consider adjustments for the next academic year.

Return to Top of Document