Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, simply attach it to your Program Review.

1. Number and name of the course being assessed:

   **Spring 2013    BA102A   Introduction to Macroeconomics**

2. List all the Course SLOs from the Course Outline of Record:

   **SLO #1** – Demonstrate the fundamental economics concepts, and theory.
   **SLO #2** - Analyze the essential terms and views, in macroeconomics demonstrating definitions and culminating with the ability to understand and apply quantitative information to “real world” economic issues, and problems.
   **SLO #3** – Evaluate and reframe the interaction that takes place surrounded by the major economic variables on the national level, such as inflation, overall employment, growth and international trade.
   **SLO #4** - Analyze the macro-economic principles by answering qualitative and quantitative questions. Students are able to interpret and apply the quantitative information to economic theory.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

   Dialogue with Chris Bolt, and Thanh Dan economics faculty.

   **See additional report at the end of this form.**

4. List the SLO(s) you are assessing in this particular instance:

   All SLOs were examined and used in the course assessment.

5. Describe the assessment strategy or tool that addresses the SLO(s):
Pretest, posttest
Developed a new rubric.
Assessment Tools.
See additional report, data, and graph at the end of this form.

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others....

The grading scale are based on: Class assessment for all chapters covered in the course, midterm, problem set, quizzes, Final Exams, Writing Assignments, Pre and Post Test, and the group project.

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:
Standard testing, homework assignments, and project are correlated with the SLO assessment. Grading rubric measurements are based on level of competency.

7. By looking holistically at the results from all students, describe your findings:
Pretest and Posttest administered on the beginning and end of the semester. Virtual homework lab assigned, and evaluated to measure the learning outcome. The report shows an increase in student's performance. See additional data/graph at the end of this form.

8. Describe faculty dialogue (if any) involved in the assessment process:
Dialogue with Chris Bolt about the assessment process to improve student learning outcome. See additional report at the end of this form.
9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies to be implemented to promote student success:

Providing additional analytical thinking questions as an extra credit assignment, applied collaborative learning, expand rubric, share assessment tools with other economics faculty member to promote students success.

10. After the improvements are implemented, describe the results:

Overall the assessment results indicate student success rate increased.
See additional report at the end of this form.

Spring 2013. Dialogue with Chris Bolt about course assessment, and improving student learning outcome.

1. The virtual homework lab. The online course assessment tools, assess on homework assignments, and evaluate students learning outcome. Tina Mosleh piloted the online homework assignments, and encouraged economic faculty to use the online resources in their classes.

2. Economics tutoring for BA102A and BA102B courses.
   On spring 2013, Tina Mosleh organized and trained economics tutors for BA102A and BA 102B courses.

3. Pretest/posttest. Measured student learning outcome. Tina Mosleh conducted a pretest and posttest, and encouraged other economics faculty members to exercise the pretest and posttest to measure their students learning outcome. A pretest administered at the beginning of semester and a posttest toward end of the semester. The questions directly related to the SLOs. The results of the pretest and posttest scores would identify the strength and weakness of students.

4. Teaching/learning improvement. Tina Mosleh conducts an ongoing blackboard and learn smart workshop for all economics students and faculty members who uses the online course assessment tools.
Pre-test & Post-test results BA102A. 5 classes total of 117 students

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<th>Post Test</th>
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<tr>
<td>Total</td>
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Faculty dialogue involved in the assessment process:

1. Provide students with multiple opportunities, to learn the skills needed to comprehend the course materials before implementing assessment.
2. Explain the course SLOs to students, and determine the course objectives.
3. Evaluate students work fairly, equitability and consistently.
4. Advise students of the purpose and results of each assessment.
5. Offer incentive to encourage students to participate in assessment/survey in the course.