BA102A. 4-Year plan. Completed fall 14.

SLO:
1. Analyze the fundamental concepts of the overall operation of the U.S. economy.
2. Evaluate the interaction that takes place among consumers, producers, governments, and major economic variables on the local, national, and international level.
3. Analyze the functions of the consumer, business and the government in different culture, and socioeconomic system. Be able to compare and contrast with contemporary U.S. economic system.

The following assessments developed for students to master the course materials, and achieve learning outcomes.

1. Provide various learning tools for students to comprehend the course materials.
2. Set goals for students in the beginning of the semester, and help them to achieve goals.
3. Evaluate student’s assessments constructively and explained in class. Advise students of the, purpose, and results of each assessment.
4. The virtual homework lab “Learn Smart” and online tutorial has been effective program to students.
5. Pretest/posttest is an effective method to measure student learning outcome. I would administer a pretest at the beginning of semester and a posttest toward end of the semester, and comparing scores would identify the strength and weakness of students.
6. Encourage the business faculty members, to use the virtual homework web site, share the student learning outcomes with BA faculty members.
7. Using the program is performing relative to the goal and if measures are needed that could improve student’s learning outcomes.
8. Encourage BA faculty member to attend workshops, seminars in “innovative method of learning and teaching,” invite guest speakers from different industry, talking to students about different job opportunities.

Above assessment improved student’s learning outcomes by approximately 20-25% percent.

OUTCOME MEASURES:
1. Evidence of grades in the past 4 years, transfer to 4 years college, demonstrating a profound knowledge in economics, business students.
2. Apply economic concepts of opportunity cost and marginal analysis assesses students, in making informed economics decisions.
3. Obtain variety of problems that we all face, such as: the cost of credit card debt, the return to investment in education, career choice.
4. Computation Skills. Students are assigned to work on quantitative type questions, and they were able to demonstrate and analysis economic model, use the formulas, and graphs to solve problem.
5. Creative, critical, and analytical thinking skill. Interpret graphs that illustrate economic concepts. Be able to answer word problems that incorporate economic analysis.