

SLO/Academic Assessment Plan Revision Form

Check one:

- Certificate Academic Assessment Plan
- Undergraduate Academic Assessment Plan
- Graduate Academic Assessment Plan
- Professional Academic Assessment Plan
- Academic Learning Compact (ALC)
- Student Learning Outcomes (SLO)

Major: Economics

College: College of Liberal Arts and Sciences

Effective term and year revisions will take place: Term: Fall Year:2015

Revisions requested (check all that apply)

- | Academic Assessment Plans | ALCs | SLOs |
|---|--|-------------------------------------|
| <input type="checkbox"/> Rationale | <input type="checkbox"/> Description of major | X SLO |
| <input type="checkbox"/> Mission Alignment | <input type="checkbox"/> Graduation Requirements | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> Curriculum Map | | Measures |
| <input type="checkbox"/> Assessment Timeline | | |
| <input type="checkbox"/> Assessment Cycle | | |
| <input type="checkbox"/> Methods and Procedures | | |
| <input type="checkbox"/> Assessment Oversight | | |
| <input type="checkbox"/> Research | | |
| <input type="checkbox"/> Measurement Tools | | |

Briefly describe the revision(s) including the revised language and provide the rationale/justification for the revision. Templates are available for the curriculum map, assessment timeline, and assessment cycle on the [Institutional Assessment website](#).

If revising an **Academic Assessment Plan**, please enter the changes in Compliance Assist and indicate these changes by selecting the appropriate boxes above. Once we receive this approval form, Institutional Assessment will pull your revised plan from Compliance Assist.

If revising an **Academic Learning Compact (ALC)**, please attach both the current ALC and the new revised version.

If revising one or more **Student Learning Outcomes (SLOs)**, please complete the following for each SLO:

SLO 1: CONTENT KNOWLEDGE

1. What types of assessments are or will be used?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Course-related Exam | <input type="checkbox"/> Capstone |
| <input type="checkbox"/> Final Paper/Project/Presentation | <input type="checkbox"/> Course Grades |
| <input type="checkbox"/> Course Assessments/Assignments | <input type="checkbox"/> Standardized Exam |
| <input type="checkbox"/> Other – please describe here | |

2. What assessment methods will be used?

- Rubric
 Exam
 Other – please describe here

3. Who applies the method?

- Faculty Committee
 Single Faculty Member

4. Describe the individual student assessments and the assessment method that will be used to measure each SLO.

The Department of Economics will use the first exam score in ECO 3101 (Intermediate Microeconomics) as the assessment measure for this SLO. This exam serves as the most substantial assessment of consumer behavior within the B.A. Economics core curriculum.

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If revising one or more **Student Learning Outcomes (SLOs)**, please complete the following for each SLO:

SLO 2: CRITICAL THINKING

1. What types of assessments are or will be used?

- | | |
|---|--|
| <input checked="" type="checkbox"/> Course-related Exam | <input type="checkbox"/> Capstone |
| <input type="checkbox"/> Final Paper/Project/Presentation | <input type="checkbox"/> Course Grades |
| <input type="checkbox"/> Course Assessments/Assignments | <input type="checkbox"/> Standardized Exam |
| <input type="checkbox"/> Other – please describe here | |

2. What assessment methods will be used?

- Rubric
 Exam
 Other – please describe here

3. Who applies the method?

- Faculty Committee
 Single Faculty Member

4. Describe the individual student assessments and the assessment method that will be used to measure each SLO.

The Department of Economics will use the final exam score in ECO 4400 (Game Theory and Applications) as the assessment measure for this SLO. This exam serves offers a strong assessment of students ability to model and analyze unfamiliar social interactions using economic tools.

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If revising one or more **Student Learning Outcomes (SLOs)**, please complete the following for each SLO:

SLO 3: COMMUNICATION

1. What types of assessments are or will be used?

- | | |
|---|--|
| <input type="checkbox"/> Course-related Exam | <input type="checkbox"/> Capstone |
| <input type="checkbox"/> Final Paper/Project/Presentation | <input type="checkbox"/> Course Grades |
| X Course Assessments/Assignments | <input type="checkbox"/> Standardized Exam |
| <input type="checkbox"/> Other – please describe here | |

2. What assessment methods will be used?

- X Rubric
 Exam
 Other – please describe here

3. Who applies the method?

- Faculty Committee
X Single Faculty Member

4. Describe the individual student assessments and the assessment method that will be used to measure each SLO.

The Department of Economics will use the first discussion post score in ECO 2013 (Principles of Macroeconomics) as the assessment measure for this SLO. This post is the first opportunity that students have to communicate their own ideas about the basic, yet central, economic concept of tradeoffs and opportunity costs.

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Revision of Student Learning Outcomes for B.A. Economics Degree Program

The Department of Economics requests the removal of the current eight Student Learning Outcomes (SLOs) from the current Assessment Plan. While these SLOs are excellent goals for any rigorous undergraduate economics degree program, they are not measurable. The department proposes the adoption of three new SLOs, for which data can be collected and reported. The three new SLOs would be:

SLO 1: Content Knowledge

To identify indifference curves as representations of consumer preferences, and to evaluate these indifference curves in the context of preference relations.

SLO 2: Critical Thinking

To model and analyze unfamiliar social interactions using a formal economic framework.

SLO 3: Communication

To communicate effectively the concept of opportunity costs and tradeoffs.

Rubric to Be Used For “SLO 3: Communication”

Students’ discussion board posts must meet four general objectives to earn credit and demonstrate mastery of this SLO. These four objectives are captured by four specific grading criterion that are outlined below. If a student’s discussion board post meets each criterion, the student’s work is considered to have satisfactorily met the objectives of the assignment, and the student receives 100% of the available credit for the assignment. If a student’s discussion board post fails to meet one of the four criterion, the student’s work is considered not to have satisfactorily met the objectives of the assignment, and the student receives 0% of the available credit for the assignment. The grading criterion are provided below:

1. Does the student’s discussion board post include at least 150 words of grammatically correct content?
2. Is the student’s discussion board post correctly spelled and generally accepted rules of punctuation?
3. Does the student’s discussion board post address issues covered during the relevant module of the course (ECO 2013)?
4. Does the student’s discussion board post provide an independent analysis or critique of the relevant module of the course (ECO 2013)?