Course Assessment Results aligned to Program SLOs

San Mateo CCCD

CAN Program - Social Sciences

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
Students will be able to produce evidence based arguments.	CAN Dept - Economics - CAN ECON 100 - Principles of Macro Economics - Opportunity Cost - 1. Students will be able to define, measure and apply the principle of opportunity cost, recognizing the intended and untended consequences. (Created By CAN Dept - Economics)	**Assessment Method:** online quiz, in class test embedded question **Assessment Method Category:** Other **Success Criterion:** 70%	01/04/2012 - Faculty decided to evaluate the first SLO in this course. Student success varied by instructor with highs from mid 70s to low 80s(%). Success also varied by mode of evaluation (i.e. online test, in class test, homework set etc...) However, in each case the threshold set for success (70%) was met. **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	01/04/2012 - As the student success was quite good across instructors and the success replicates past successes we will move to a new SLO to measure next semester. **Action Plan Category:** Other
				01/04/2012 - As this SLO seems to be successful, the group of economists will move to measure a different SLO next semester. With respect to this SLO no actions were deemed necessary
			12/31/2011 - Students across all classes averaged 70%. Noticed a lot a variability within each class, even though the average hovered around 70%. **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	01/04/2012 - Want to continue to monitor this question for a couple of additional cycles. **Action Plan Category:** Conduct Further Assessment
			06/29/2010 - students scored an average of about 72% on this quiz. Interestingly they score almost one grade interval lower than the students in 102, which is usually the second course taken in the 100, 102 sequence. **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	09/25/2012 - will study this further

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			01/04/2010 - Students earned, via a quiz, on average 70-80% correct on this SLO. **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	01/04/2012 - As this was the first time we were able to get the group scores collected, we would like to see a trend of at least one more semester to see if the successes are consistent over time. **Action Plan Category:** Conduct Further Assessment
	CAN Dept - Economics - CAN ECON 102 - Principles of Micro Economics - Opportunity Cost - 1. Students will be able to define, measure and apply the principle of opportunity cost, recognizing the intended and untended consequences. (Created By CAN Dept - Economics)	**Assessment Method:** online quiz or embedded question in an exam **Assessment Method Category:** Other **Success Criterion:** 70%	01/04/2012 - Student success varied by instructor with highs ranging from 80-90%. Success also varied by mode of evaluation (i.e. online test, in class test, homework set etc...) However, in each case the threshold set for success (70%) was met. We believe that the student perform better here, vs 100, because this is the defacto second course in the sequence **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	01/04/2012 - As the success was quite good here, we will move on to a new SLO next semester to measure **Action Plan Category:** Other
			12/31/2010 - Class averages were between 65% and 75% . This is lower than the past. Classes are larger now and I wonder if the variability of student has increased and thus caused the average to fall. Need to look at this for a few more cycles **Result Type:** Inconclusive **Reporting Cycle:** 2010 - 2011	01/04/2012 - As the scores were lower than expected, we will devise new ways to approach this idea inside class and give it more attention via homework **Action Plan Category:** Use New or Revised Teaching methods
			06/29/2010 - Students passed with an average score of b/t 80-90% however certain questions appeared more difficult	01/04/2012 - As certain questions were much lower in success we will focus more time on them in and out of class

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			than others **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	(homework) **Action Plan Category:** Use New or Revised Teaching methods
	CAN Dept - Economics - CAN ECON 230 - Economic Hist Of The U.s. - SLO 1 The Economics of Slavery - Define, understand and apply economic principles in the context of explaining the rise of plantation system and slavery. (Created By CAN Dept - Economics)	**Assessment Method:** Question in an essay exam **Assessment Method Category:** Essay **Success Criterion:** 70% score or better	06/04/2012 - Students earned a 75% average on this exam. This was better than the prior year but with the caveat that the question was different and with a very small sample **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	06/04/2012 - As was written last year, this class is taught only once a year, with a small population, further data collection is prudent before changing the approach to this SLO. **Action Plan Category:** Conduct Further Assessment
			06/04/2011 - Students took the first midterm with a question on the economics of slavery. Students scored an average of 75% on the question but were often vague **Result Type:** Inconclusive **Reporting Cycle:** 2009 - 2010	06/04/2012 - As this class is taught only once a year, with a small population, further data collection is prudent before changing the approach to this SLO **Action Plan Category:** Conduct Further Assessment
				01/04/2012 - As this is only the second time I have taught this class with this material I will need to do further analysis of the primary source documents in order to better assess the students **Action Plan Category:** Other
	CAN Dept - Economics - CAN ECON 680CH - Honors Colloquium in			

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	Economics - Financial crisis 08-09 - Understand, discuss and analyze research articles on the financial crisis of 2008-2009. (Created By CAN Dept - Economics)	**Assessment Method:** Method of evaluation is a research paper. The paper is evaluated using a rubric that evaluates the SLO's so described. **Assessment Method Category:** Capstone Assignment/Project **Success Criterion:** Grade of "C" or better on research paper	05/31/2009 - 88% of the students completing the course earned a C or better on their research paper assignment **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	
			03/31/2009 - The expected success rate, 70% of the class, earning 70%--that was met. **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	
	CAN Dept - Economics - CAN ECON 680CH - Honors Colloquium in Economics - Research Paper - To understand and produce a thesis/anti-thesis research paper. (Created By CAN Dept - Economics)	**Assessment Method:** Method of evaluation is a research paper. The paper is evaluated using a rubric that evaluates the SLO's so described. **Assessment Method Category:** Capstone Assignment/Project **Success Criterion:** Grade "C" or better on research paper.	05/31/2009 - 88% of the students followed and completed the anitithesis/thesis rubric to a successful grade of C or better **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	
			05/30/2009 - The expected success rate, 70% of the class, earning 70%--that was met. **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	

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Students will be able to analyze social science concepts and theories.	CAN Dept - Economics - CAN ECON 100 - Principles of Macro Economics - Opportunity Cost - 1. Students will be able to define, measure and apply the principle of opportunity cost, recognizing the intended and untended consequences. (Created By CAN Dept - Economics)	**Assessment Method:** online quiz, in class test embedded question **Assessment Method Category:** Other **Success Criterion:** 70%	01/04/2012 - Faculty decided to evaluate the first SLO in this course. Student success varied by instructor with highs from mid 70s to low 80s(%). Success also varied by mode of evaluation (i.e. online test, in class test, homework set etc...) However, in each case the threshold set for success (70%) was met. **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	01/04/2012 - As the student success was quite good across instructors and the success replicates past successes we will move to a new SLO to measure next semester. **Action Plan Category:** Other 01/04/2012 - As this SLO seems to be successful, the group of economists will move to measure a different SLO next semester. With respect to this SLO no actions were deemed necessary
			12/31/2011 - Students across all classes averaged 70%. Noticed a lot a variability within each class, even though the average hovered around 70%. **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	01/04/2012 - Want to continue to monitor this question for a couple of additional cycles. **Action Plan Category:** Conduct Further Assessment
			06/29/2010 - students scored an average of about 72% on this quiz. Interestingly they score almost one grade interval lower than the students in 102, which is usually the second course taken in the 100, 102 sequence. **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	09/25/2012 - will study this further
			01/04/2010 - Students earned, via a quiz, on average 70-80% correct on this SLO. **Result Type:** Criterion met **Reporting Cycle:**	01/04/2012 - As this was the first time we were able to get the group scores collected, we would like to see a trend of at least one more semester to see if the successes are consistent over time.

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			2010 - 2011	**Action Plan Category:** Conduct Further Assessment
	CAN Dept - Economics - CAN ECON 100 - Principles of Macro Economics - Ingredients for long term growth - 2. Students will be able calculate measures of growth as well as name and describe the factors that correlate with economic growth and appraise their effects of government policies on growth (Created By CAN Dept - Economics)	**Assessment Method:** online quiz, in class test embedded question **Assessment Method Category:** Other **Success Criterion:** 70%	12/28/2012 - All faculty report minimum success of 70% threshold with some reporting successes over 80% **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	12/28/2012 - As all have achieved threshold level of success or better, we anticipate no major changes to teaching methods. We will explore new or revised methods for those most problematic questions in this area. Also, as we have all been told that all SLOs for each course must be measured within a fixed period of time, and the day still has 24 hours in it. We have all agreed to move on to our next SLO measurement tool **Action Plan Category:** Use New or Revised Teaching methods
			12/28/2012 - All faculty report that their measures of success for this very important SLO was in excess of 70%, with some faculty reaching successes of in excess of 80%! **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	12/28/2012 - As faculty have experienced success with this slo no major changes are deemed necessary. There will be exploration and testing of new or revised teaching methods for the more problematic questions in this area. As we are being asked now to assess all SLOs in each course within three years, and since we still have only 24 hours in a day we are largely concluding our research and reflection into this very important SLO **Action Plan Category:** Use New or Revised Teaching methods 12/28/2012 - As a result of the successes each faculty will continue to teach the material as currently designed

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				with some review of new and or revised teaching methods for the questions that are most problematic. We would like to retest this SLO, but as we are now being asked to measure all three SLO's in each course we have all agreed to move on to our next respective SLO for each course. It's too bad we cannot do everything but there is only so much time in the day **Action Plan Category:** Use New or Revised Teaching methods
			06/04/2012 - three classes reported results on various types of multiple choice tests designed to measure student understanding of economic growth (SLO 2 /macro 100). The results are as follows: 70%, 69.6% and 82%. results show students understood the material. the one 82% score was an interesting outlier. No reason was found for the class's better performance. Not much else can be deduced as this is the first time this SLO was examined. See action for more on this **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	06/04/2012 - The action for the next few iterations is to collect the same SLO data on subsequent sections to get a trend (longitudinal data) before suggesting changes to the current methodology. **Action Plan Category:** Conduct Further Assessment
			05/10/2011 - Students averaged 85% on the growth analysis, over two sections. Still some areas of growth were universally the subject of difficulty, these areas will need to be stressed in the next cycle **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	

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			12/31/2010 - Students across all classes averaged 80%. Want to continue to monitor this question for a couple of additional cycles. **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
			06/29/2010 - Two classes averaged 70% while one averaged 90%. Will go back and examine if things were done differently in these courses. **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	
	CAN Dept - Economics - CAN ECON 100 - Principles of Macro Economics - Postive vs Normative Statements - Students will be able to identify and differentiate a normative from a positive statement. (Created By CAN Dept - Economics)	**Assessment Method:** on line quiz or embedded question in and exam **Assessment Method Category:** Exam **Success Criterion:** Grade "C" or better	06/06/2014 - Students took multiple choice tests with embedded questions that tested the definition of normative vs positive statements or the application of the definitions to situations, or both. Student success varied from class to class, perhaps because some exams were administered closed book, open book, online, in class, however the broad conclusions, as discussed via email, were as follows: The range of class success ran from a low of 72% to a high of 92%. **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	06/06/2014 - It seems that the classes are meeting the success criteria at satisfactory level across all sections. Action will be to move on to the assessment of a different SLO for the next semester, coming back to this one in later years to build longitudinal data **Action Plan Category:** Conduct Further Assessment
			12/29/2013 - Faculty used a variety of closed/open book, in class and online multiple choice questions to determine the following:	12/29/2013 - Most faculty are going to try a pre/post test to see if this changes outcomes. Additionally, for longitudinal reasons, we would like to collect

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			Econ 100 sections succeeded at rates of between 68-75% with respect to the positive normative distinction. Would like to collect further data on this SLO as well as attempt pre and post tests to see if results improve. Micro students did better than macro students **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	additional data on the same SLO **Action Plan Category:** Conduct Further Assessment
			12/29/2013 - Faculty used a combination of multiple choice, closed book, online open book assignments to establish the following results: between 68-75 % of each class succeeded in differentiating Positive and Normative statements **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	12/29/2013 - Most faculty are going to try a pre/post test to see if this changes outcomes. Additionally, for longitudinal reasons, we would like to collect additional data on the same SLO **Action Plan Category:** Conduct Further Assessment **Follow-Up:** 12/29/2013 - see next semester for pre post or additional data
			05/17/2013 - Students earned from a low of 69% success to a high of 92% success on various questions embedded within quizzes. The mean, depending on the instructor ranged from 71%, on the low end, to a high of 85% on the high end. **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	05/17/2013 - Faculty will examine their assessment tools to ensure they measure what is the SLO requires. Professors will discuss, where practical, differences in class performance. However, since success criteria was generally met, revision is not deemed necessary.
	CAN Dept - Economics - CAN ECON 102 - Principles of Micro Economics - Opportunity Cost - 1. Students will be able to define, measure and apply the	**Assessment Method:** online quiz or embedded question in an exam **Assessment Method Category:**	01/04/2012 - Student success varied by instructor with highs ranging from 80-90%. Success also varied by mode of evaluation (i.e. online test, in class test,	01/04/2012 - As the success was quite good here, we will move on to a new SLO next semester to measure

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	principle of opportunity cost, recognizing the intended and untended consequences. (Created By CAN Dept - Economics)	Other **Success Criterion:** 70%	homework set etc...) However, in each case the threshold set for success (70%) was met. We believe that the student perform better here, vs 100, because this is the defacto second course in the sequence **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	**Action Plan Category:** Other
			12/31/2010 - Class averages were between 65% and 75% . This is lower than the past. Classes are larger now and I wonder if the variability of student has increased and thus caused the average to fall. Need to look at this for a few more cycles **Result Type:** Inconclusive **Reporting Cycle:** 2010 - 2011	01/04/2012 - As the scores were lower than expected, we will devise new ways to approach this idea inside class and give it more attention via homework **Action Plan Category:** Use New or Revised Teaching methods
			06/29/2010 - Students passed with an average score of b/t 80-90% however certain questions appeared more difficult than others **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	01/04/2012 - As certain questions were much lower in success we will focus more time on them in and out of class (homework) **Action Plan Category:** Use New or Revised Teaching methods
	CAN Dept - Economics - CAN ECON 102 - Principles of Micro Economics - Costs - Students will be able to name, distinguish, create, calculate and apply the principles of production costs (e.g. ATC, AVC, MC, TC, TFC ect?) (Created By CAN Dept - Economics)	**Assessment Method:** online quiz or embedded question on exam **Assessment Method Category:** Other **Success Criterion:** 70%	12/28/2012 - Students in all classes struggled a bit with this area, reaching just above the threshold of success. **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	12/28/2012 - As students met the threshold but did not exceed it dramatically we have agreed to examine new or revised methods to teach this topic. However, as for measuring the effectiveness of any new methods, as we have to measure all SLOs in each course, and one has yet to be measured,

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				we will move on to the next SLO, since there is only so much time in each day. **Action Plan Category:** Use New or Revised Teaching methods
			06/04/2012 - Two classes were examined on costs using various multiple choice problem sets. Two different instructors saw class scores of 76% on this SLO (2). Students appeared to do reasonable well with this material. In part, this is due to the fact that students in micro tend to take this class after taking macro thus they understand economics writ large a bit better.See more in the action area on this slo **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	06/04/2012 - Since this is the first time this SLO has been examined the economists deem it prudent to gather additional data over time before changing the approach to the material embedded in this SLO **Action Plan Category:** Conduct Further Assessment
			12/31/2010 - Students averaged near 80%. This is interesting since this is by far the highest score for an SLO. I will look and see how many students have dropped to determine if the average rose, in part, because weaker students left by the time this test took place **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	
			06/29/2010 - Students scored on average b/t 70% and 80% on this measure. **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	

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	CAN Dept - Economics - CAN ECON 102 - Principles of Micro Economics - Positive vs Normative Statements - Students will be able to identify and differentiate a normative from a positive statement. (Created By CAN Dept - Economics)	**Assessment Method:** online quiz or embedded question in an exam **Assessment Method Category:** Exam **Success Criterion:** Grade "C" or better	06/06/2014 - Students took multiple choice tests with embedded questions that tested the definition of normative vs positive statements or the application of the definitions to situations, or both. Student success varied from class to class, perhaps because some exams were administered closed book, open book, online, in class, however in general the micro students did better than macro with results more likely to approach 80-90% success. This may be due to the fact that most students take macro prior to micro **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	06/06/2014 - Appears that most students are meeting the criteria set with respect to this SLO. After discussion via email, it seems that we should move to measuring a different SLO, coming back to this SLO in future semesters to establish longitudinal data **Action Plan Category:** Conduct Further Assessment
			12/29/2013 - Faculty used a variety of closed/open book, in class and online multiple choice questions to determine the following: Econ 102 sections succeeded at rates of between 85-90 with respect to the positive normative distinction. Would like to collect further data on this SLO as well as attempt pre and post tests to see if results improve. Micro students did better than macro students **Result Type:** Criterion met **Reporting Cycle:** 2013 - 2014	12/29/2013 - Most faculty are going to try a pre/post test to see if this changes outcomes. Additionally, for longitudinal reasons, we would like to collect additional data on the same SLO **Action Plan Category:** Conduct Further Assessment
			05/17/2013 - SLO was evaluated with embedded questions in tests/quizzes. Averages ran from a low of 69% to a high of 92%. Generally, micro students	05/17/2013 - Instructors will examine their measurement tools to ensure they are correctly capturing the data. However, since generally students did

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			did better than macro. **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	well no revision was deemed necessary. Additional semester measurements would allow for a more robust analysis **Action Plan Category:** Conduct Further Assessment
	CAN Dept - Economics - CAN ECON 230 - Economic Hist Of The U.s. - SLO 2 Great Depression Analysis - Students will be able to describe, use, distinguish and develop the economic factors that correlate with the Great Depression. (Created By CAN Dept - Economics)	**Assessment Method:** essay exam **Assessment Method Category:** Exam **Success Criterion:** 70%	05/17/2013 - Students average score on exam that looked at the GD was 80% **Result Type:** Criterion met **Reporting Cycle:** 2012 - 2013	05/17/2013 - As this course is offered only once a year and the population is quite small, the success must be read in that context. Further analysis should be performed, although the results suggest students are succeeding with respect to this SLO **Action Plan Category:** Conduct Further Assessment
	CAN Dept - Economics - CAN ECON 230 - Economic Hist Of The U.s. - Keynisian & Hayek/Monetarist - Students will be able to identify, explain and apply the central tenants of Keynesian and Hayekian/Monetarist explanations to the operations of the macro economy (Created By CAN Dept - Economics)	**Assessment Method:** Assessed through a multiple choice test **Assessment Method Category:** Exam **Success Criterion:** Grade "C" or better		
	CAN Dept - Economics - CAN ECON 680CH - Honors Colloquium in Economics Research Paper - To understand and produce a thesis/anti-thesis research paper.	**Assessment Method:** Method of evaluation is a research paper. The paper is evaluated using a rubric that evaluates the SLO's so described. **Assessment Method Category:**	05/31/2009 - 88% of the students followed and completed the anitithesis/thesis rubric to a successful grade of C or better **Result Type:** Criterion met **Reporting Cycle:**	

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	(Created By CAN Dept - Economics)	Capstone Assignment/Project **Success Criterion:** Grade "C" or better on research paper.	2009 - 2010 05/30/2009 - The expected success rate, 70% of the class, earning 70%--that was met. **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	

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Students will be able to evaluate diverse viewpoints related to the human experience.	CAN Dept - Economics - CAN ECON 100 - Principles of Macro Economics - Opportunity Cost - 1. Students will be able to define, measure and apply the principle of opportunity cost, recognizing the intended and untended consequences. (Created By CAN Dept - Economics)	**Assessment Method:** online quiz, in class test embedded question **Assessment Method Category:** Other **Success Criterion:** 70%	01/04/2012 - Faculty decided to evaluate the first SLO in this course. Student success varied by instructor with highs from mid 70s to low 80s(%). Success also varied by mode of evaluation (i.e. online test, in class test, homework set etc...) However, in each case the threshold set for success (70%) was met. **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	01/04/2012 - As the student success was quite good across instructors and the success replicates past successes we will move to a new SLO to measure next semester. **Action Plan Category:** Other 01/04/2012 - As this SLO seems to be successful, the group of economists will move to measure a different SLO next semester. With respect to this SLO no actions were deemed necessary
			12/31/2011 - Students across all classes averaged 70%. Noticed a lot a variability within each class, even though the average hovered around 70%. **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	01/04/2012 - Want to continue to monitor this question for a couple of additional cycles. **Action Plan Category:** Conduct Further Assessment

SLO	Course Outcomes	Means of Assessment & Success Criteria / Tasks	Results	Action & Follow-Up
			06/29/2010 - students scored an average of about 72% on this quiz. Interestingly they score almost one grade interval lower than the students in 102, which is usually the second course taken in the 100, 102 sequence. **Result Type:** Criterion met **Reporting Cycle:** 2009 - 2010	09/25/2012 - will study this further
			01/04/2010 - Students earned, via a quiz, on average 70-80% correct on this SLO. **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	01/04/2012 - As this was the first time we were able to get the group scores collected, we would like to see a trend of at least one more semester to see if the successes are consistent over time. **Action Plan Category:** Conduct Further Assessment
	CAN Dept - Economics - CAN ECON 102 - Principles of Micro Economics - Opportunity Cost - 1. Students will be able to define, measure and apply the principle of opportunity cost, recognizing the intended and untended consequences. (Created By CAN Dept - Economics)	**Assessment Method:** online quiz or embedded question in an exam **Assessment Method Category:** Other **Success Criterion:** 70%	01/04/2012 - Student success varied by instructor with highs ranging from 80-90%. Success also varied by mode of evaluation (i.e. online test, in class test, homework set etc...) However, in each case the threshold set for success (70%) was met. We believe that the student perform better here, vs 100, because this is the defacto second course in the sequence **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	01/04/2012 - As the success was quite good here, we will move on to a new SLO next semester to measure **Action Plan Category:** Other
			12/31/2010 - Class averages were between 65% and 75% . This is lower than the past. Classes are larger now and I wonder if the variability of student has	01/04/2012 - As the scores were lower than expected, we will devise new ways to approach this idea inside class and give it more attention via homework

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			increased and thus caused the average to fall. Need to look at this for a few more cycles **Result Type:** Inconclusive **Reporting Cycle:** 2010 - 2011	**Action Plan Category:** Use New or Revised Teaching methods
			06/29/2010 - Students passed with an average score of b/t 80-90% however certain questions appeared more difficult than others **Result Type:** Criterion met **Reporting Cycle:** 2010 - 2011	01/04/2012 - As certain questions were much lower in success we will focus more time on them in and out of class (homework) **Action Plan Category:** Use New or Revised Teaching methods
	CAN Dept - Economics - CAN ECON 230 - Economic Hist Of The U.s. - SLO 1 The Economics of Slavery - Define, understand and apply economic principles in the context of explaining the rise of plantation system and slavery. (Created By CAN Dept - Economics)	**Assessment Method:** Question in an essay exam **Assessment Method Category:** Essay **Success Criterion:** 70% score or better	06/04/2012 - Students earned a 75% average on this exam. This was better than the prior year but with the caveat that the question was different and with a very small sample **Result Type:** Criterion met **Reporting Cycle:** 2011 - 2012	06/04/2012 - As was written last year, this class is taught only once a year, with a small population, further data collection is prudent before changing the approach to this SLO. **Action Plan Category:** Conduct Further Assessment
			06/04/2011 - Students took the first midterm with a question on the economics of slavery. Students scored an average of 75% on the question but were often vague **Result Type:** Inconclusive **Reporting Cycle:** 2009 - 2010	06/04/2012 - As this class is taught only once a year, with a small population, further data collection is prudent before changing the approach to this SLO **Action Plan Category:** Conduct Further Assessment 01/04/2012 - As this is only the second time I have taught this class with this material I will need to do further analysis of the primary source

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				documents in order to better assess the students **Action Plan Category:** Other