

rec'd 5/17/11

COURSE SLO ASSESSMENT REPORT, SCC

Department: Economics Course: Econ 121 Microeconomics

Year: 2010 Semester: Fall

1) Outcome to be assessed	2) Means of assessment and criteria of success	3) Summary of data collected	4) Analysis of data	5) Plan of action/what to do next
<p>Apply analytical reasoning and problem solving skills to model cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.</p>	<p>Five multiple choice questions on final exam.</p> <p>See attached page for actual questions.</p> <p>Success: 70% or higher correct for each question</p>	<p>Percent correct</p> <p>Question 1: 21%</p> <p>Question 2: 77%</p> <p>Question 3: 55%</p> <p>Question 4: 21%</p> <p>Question 5: 73%</p>	<p>Question 1: Numerical question requiring application of understanding of policy to achieve an efficient allocation in the face of a positive consumption externality. Difficulty: 3/5. Unsuccessful.</p> <p>Question 2: Numerical question requiring the derivation of the short run industry supply curve and solution for market equilibrium given the industry demand curve. Difficulty 3/5. Successful.</p>	<p>Except for questions 2 and 3, the class average was far below the target of 70%.</p> <p>The ability to analyze and solve similar situational problems is strongly emphasized throughout the course. The data suggest that there is a significant group of students that is missing one of the main skills that the course aims to develop.</p> <p>It is not clear if the breakdown is occurring specific to the course content or the ability to solve problems requiring abstract reasoning in</p>

H. 10/15/11

			<p>Question 3: Numerical question requiring the application of the concept of long run competitive equilibrium and the calculation of the implied number of firms. Difficulty: 4/5. Unsuccessful.</p> <p>Question 4: Conceptual question requiring application of understanding that a change in a firm's fixed costs of production will not change its profit maximizing level of output in the short run. Difficulty: 4/5. Unsuccessful.</p> <p>Question 5: Conceptual question requiring application of understanding of Nash equilibrium. Difficulty: 4/5. Successful.</p>	<p>general. The department's experience is that it is the latter case.</p> <p>The Economics department has made attempts to spend more in-class time working with students on applying problem solving skills. In order to make more time for these activities in class, some of the material that has been traditionally covered during class time has been shifted to online assignments using Blackboard and MyEconLab.</p> <p>The department needs to develop ways to emphasize personal responsibility, appropriate study skills, and appropriate amounts of study time outside of class.</p>
--	--	--	--	--

10/15/11