

COURSE SLO ASSESSMENT REPORT, SCC

Department: Economics Course: Econ 121 Microeconomics

Year: 2012 Semester: Spring

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>[121_Course_A] Apply analytical reasoning and problem solving skills to explain cause-and-effect relationships and formulate predictions at the individual consumer, firm, and industry levels.</p>	<p>Multiple choice questions on final exam. See Assessment Plan for actual questions. Question(s) used to assess this outcome: 4,5 Success: 70% or higher correct for each question</p>	<p>Percent correct Question 4: 33% Question 5: 66%</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. Question 5: Numerical question requiring application of understanding of conditions for utility maximization and adjustments in budget allocation to increase total utility. Difficulty: 3/5. Unsuccessful. See final row in table.</p>	<p>See final row in table.</p>

<p>[121_Course_B] Explain the processes through which a market system allocates scarce resources at the individual level and analyze the efficiency of and the effects of government policies on the resulting allocation.</p>	<p>Multiple choice questions on final exam.</p> <p>See Assessment Plan for actual questions.</p> <p>Question(s) used to assess this outcome: 6</p> <p>Success: 70% or higher correct for each question</p>	<p>Percent correct</p> <p>Question 6: 63%</p>	<p>Question 6: Multi part conceptual/graphical question requiring application of (i) price elasticity (ii) effect of a per unit tax, and (iii) allocative efficiency. Difficulty: 4/5. Unsuccessful.</p> <p>See final row in table.</p>	
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			<p>For all questions, the class average was below the target of 70%. For questions 4, 5, and 6, the percentage successfully answering each question increased since Fall 2011 with the increase in question 4 being significant.</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 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 continue to develop ways to emphasize personal responsibility, appropriate study skills, and appropriate amounts of study time outside of class.</p>
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