

Econ 101 Introduction to Economics		Spring 2011 - Hightower	
	Student Learning Outcome	Assessment	Analysis
A	Distinguish among the different market forces of supply and demand and the changes that can affect the final product.	This will be assessed and scored by an exam.	On the midterm exam students were asked: 1) Define opportunity cost. What is the opportunity cost to you of attending college? What was your opportunity cost of coming to class today? 2) What is the difference between a "change in demand" and a "change in quantity demanded?" Graph your answer. 3) For each of the following changes, determine whether there will be a change in quantity demanded or a change in demand. a) a change in the price of a related good b) a change in tastes c) a change in the number of buyers d) a change in price e) a change in consumer expectations f) a change in income. In the Spring 2011 Bishop/Mammoth section, 16 students participated in the exam. The average score on this section of the exam was 72% with 8 students (50%) scoring over 80%.
B	Contrast various economic growth theories and the forces that affect economic and political decisions.	This will be assessed and scored by an exam.	Students responded in writing to the following: Which of the following policies do you think would be most effective at boosting growth and living standards in a poor country over the long run? A) Offer tax incentives for investment by local firms b) Offer tax incentives for investment by foreign firms c) Give cash payments for good school attendance d) Crack down on gvt corruption e) Restrict imports to protect domestic industries f) allow free trade g) Give away condoms. In the Spring 2011 Bishop/Mammoth section, 9 students participated. All 9 (100%) provided meaningful analyses and rationales for their policy rankings.

C	Measure the different types of costs that affect the final output.	This will be assessed and scored by an exam.	Students participated in questions revolving around the topic of, "Measuring a Nations Income". In the Spring 2011 Bishop/Mammoth section, 13 students participated. The average score was 61.5% with 3 students scoring 80% or higher.
D	Demonstrate a level of economic literacy that results in critical evaluation of economic issues.	This will be assessed by a paper, scored with a rubric.	Students read an article titled, "The Most Important Economic Indicator", analyzed it, and responded to several questions and scenarios. In the Spring 2011 Bishop Mammoth section, 9 students participated. The average score was 77.8% with 5 of the 9 students scoring 80% or higher.
E	Explain economic efficiency of resources allocation through market mechanisms.	This will be assessed and scored by an exam.	Students participated in questions revolving around the topic of, "Consumers, Producers, and Efficiency of Markets". In the Spring 2011 Bishop/Mammoth section, 11 students participated. The average score was 84% with 6 students scoring 80% or higher.

ECON 102 - Macroeconomics		Fall 2011 - Stephens, Hightower, Edwards	
	Student Learning Outcome	Assessment	Analysis
A	Identify and distinguish among the basic tools of economic analysis as they apply to macroeconomic issues and the intricacies of simultaneous macroeconomic relations.	This will be assessed and scored by an exam.	In a class of over 30 students, Spring 2011, Stephens35251, on the third test, students were asked (Q.25) to do the following: Read the news clip, then answer the following questions: "Despite some optimism about the seeds of recovery, the Congressional Budget Office (CBO) sees joblessness rising. The CBO sees unemployment peaking at 10.4% next year from an average of 9.3% this year before falling to 9.1% in 2011." Source: Fortune, August 25, 2009. Before the recession began, the U.S. unemployment rate was about 6 percent. As a recession begins, firms quickly make layoffs. The resulting rise in unemployment is mainly a type of

_____ unemployment. A: seasonal; B: frictional; C: natural; D: cyclical; E: structural (Answer: D, cyclical). 76% of the students answered the question correctly.

B Differentiate between the macroeconomic issues and the implications on national income accounting, unemployment, outsourcing, globalization, and inflation.

This will be assessed and scored by an exam.

On the fourth test (Q. 5), students examined a table that showed some of the items in the U.S. National Income and Product Accounts in 2000, then were asked to calculate the difference GDP, GNP, and U.S. National Income in 2000. Additional questions were the following: 1. In 2000, GDP minus GNP was _____ trillion. 2. The magnitude of difference can determined by _____. 3. In 2000, GNP minus U.S. National Income was _____ trillion. (Answers: 1: 0 ; 2. Net factor income from abroad; 3. 1.2). Over 75% of the class answered the question correctly.

C Distinguish between monetary and fiscal policies and the practical applications and how these policies affect our lives.

This will be assessed and scored by an exam.

The fourth test (Q. 9), asked the following: The bias in the CPI leads to _____ in government outlays and _____ in government tax receipts. 1 : increases, increases; 2: decreases, increases; 3: decreases, decreases; 4: increases, decreases (Answer: D, increases, decreases). Over 75% of the class answered the question correctly.

D Identify historical changes in economic institutions, social relations, and international exchange.

This will be assessed and scored by an exam.

In a class of over 30 students, Test 5 (Q. 9) asked the following: All of the following statements about classical growth theory are true except: A: an increasing population brings a diminishing return to labor; B: no matter how much technological change occurs, real wage rates are always pushed back toward the subsistence level; C: capital does not experience diminishing returns; D: it is sometimes called Malthusian theory.

(Answer: C). Over 64% of the class got the question right. Additionally, Homework 5 contained a variety of questions involving classical and neoclassical economic growth theories. In Homework 5, students got over 85% of the questions correct.

E Discuss economic issues reported in financial publications.

This will be assessed by a paper, scored with a rubric.

Discussion Five involved the following topic: As you read a newspaper or business magazine, watch a TV news show, or browse a news website, you often come across reports about GDP. What do these reports mean for you? Where in the National Income and Product Accounts do your transactions appear? How can you use information about GDP in your life? What are the non-market goods and services that you produce? How would you go about valuing them? Responses varied; over 90% of the students posted answers that responded to the questions.

ECON 103 Microeconomics

Student Learning Outcome

Assessment

Analysis

A	<p>Discuss the fundamental principles of scarcity, opportunity cost, and goals in our economy.</p>	<p>This will be assessed and scored by an exam.</p>	<p>Students discussed the following topic: Chapter One emphasizes several key economic questions: what, how, and for whom? The State of California is grappling with those questions as well while attempting to fix a nearly \$28 billion budget deficit. Since Cerro Coso College is located in California, considering some solutions to the state's finances might be useful. Pretend that you are the governor of California. What budget solutions would you propose to remedy the budget crisis? Remember that as the elected governor, you have pledged to represent the interests of all of the state's residents. In Spring 2011 (Stephens69506), with a class of over 30 students, 95% of the students were able to correctly respond to the discussion topic.</p>
B	<p>Determine practical application of consumer demand theory and the concept of elasticity of demand.</p>	<p>This will be assessed and scored by an exam.</p>	<p>Test 3, questions 1—6, asked various questions regarding elasticity of demand. Sample, question 6: An advance in technology lowers the price of a laptop. If the demand for laptops is inelastic, laptop sales will ___ and total revenue will _____. (Answers: rise, fall) Over 82% of the students answered the question correctly.</p>
C	<p>Identify the basic tools of microeconomic analysis as they apply to a firm's decisions in various types of product and factor markets.</p>	<p>This will be assessed and scored by an exam.</p>	<p>Test 3, questions 13--23, asked questions on producer surplus, consumer surplus, and total revenue. Over 70% of the students answered the questions correctly.</p>

D Solve problem profit maximization and cost minimization decisions.

This will be assessed and scored by an exam.

Test 3, questions 25—30, asked questions regarding maximum surplus, profit, and deadweight loss. Sample: question 30, “Chrysler is shutting 800 dealerships and they must be closed by June 9, 2009. O’Bryhim, a dealer in Virginia, today sold a new Nitro at a discount of 40%-- \$17,510 instead of the regular price of \$29,170. As June 9 approaches, O’Bryhim expects he will have to increase the discount and mark prices down further to sell all the cars on his lot. If next week, O’Bryhim increases the discount to 50%, the price of a new Nitro ____ and the producer surplus on a new Nitro _____. (Answers: falls, decreases). Test 3, questions 25--30, over 68% of the students answered the questions correctly.

PSYC C211 Lifespan Development – SLO’s, Assessments, Analysis

Spring 2011 -

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Student Learning Outcomes	Assessment	Analysis
<p>A. Identify the relatively predictable biological, psychological, and social changes that occur for all people across the lifespan.</p>	<p>This will be assessed and scored by an exam.</p>	<p>In a class of over 30 students, Test 1, questions 5-12, asked various questions regarding identifying biological, psychological, and social changes. Sample, question 7: “The key developmental processes in lifespan development include all of the following except:” A: cognitive processes; B: biological processes; C: socioemotional processes; D: physical/sensory processes. (Answer: D) Over 85% of the class answered the question correctly. Test 1, questions 5-12, asked questions regarding changes throughout the lifespan. Over 77% of the</p>

		students answered the questions correctly.
B. Evaluate the impact of culture and gender on lifespan development issues.	This will be assessed and scored by a paper, scored with a rubric.	Discussion Nine involved the following topic: As you read a newspaper or magazine, watch television, or browse the Internet, you often come across the mainstream media influencing culture and gender, specifically pertaining to this discussion with the adolescent population. What do you believe to be some of the factors in how the media can influence adolescents in regards to how they view their body image? Can you recall a time in which the mass media had a direct effect on you when you were an adolescent – such as how you dressed, spoke, ate, etc.? Do you think the media plays any role in the development of adolescent eating disorders? Did this assignment help you to form any new opinions, reactions, etc. to our mass media with regards to the adolescent population? Responses varied; over 90% of the students posted answers that responded to the questions.
C. Evaluate the leading developmental theories.	This will be assessed and scored by a paper, scored with a rubric.	Students were asked to write a position paper by choosing from a list of possible topics and to also incorporate and evaluate a leading developmental theory to support their position. Students were asked to clearly articulate a pro or con viewpoint regarding the chosen topic and to also include personal examples and/or opinions regarding their position. The assignment needed to show significant research with at least 4-6

		properly cited sources. In a class of over 30 students, over 75% of the students completed the assignment.
D. Understand basic research methods and able to evaluate a developmental research study.	This will be assessed and scored by a paper, scored with a rubric.	Students were asked to discuss the following topics: "What are the four steps of the scientific method? How can theory and hypotheses be defined? What are two main psychoanalytic theories? What are some contributions and criticisms of the psychoanalytic theories?" With a class of over 30 students, over 85% of the students were able to correctly respond to the discussion topic.
E. Articulate typical developmental vulnerabilities, potential crises, and appropriate interventions across the lifespan.	This will be assessed and scored by an exam.	Test 4, questions 32-40, asked various questions regarding developmental vulnerabilities and potential crises. Sample, question 37: "In the United States, _____ euthanasia is generally more accepted than _____ euthanasia." A: active/passive; B: passive/active; C: spontaneous/prearranged; D: prearranged/spontaneous. (Answers: B) Over 86% of the class answered the question correctly. Test 4, questions 32-40, asked questions regarding appropriate interventions across the lifespan. In a class of over 30 students, over 75% of the students answered the questions correctly.