

LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: Social and Behavioral Sciences

Discipline/Program: Economics

Course Number and Name: ECON 001 Principles of Microeconomics

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Reviewed by: _____,

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Attach additional pages as necessary.

Institutional Learning Outcomes	Course Intended Outcomes	Means of Assessment and Criteria for Success	Summary of Data Collected	Use of Results
2	1. Analyze verbal, graphical (PPC, Circular Flow, etc.) and tabular information to evaluate the shown situations in terms of economic statements related to the ideas of opportunity cost, comparative advantage, future economic growth, etc.	Assessment was done as part of the midterm exam. Students were presented with a set of questions in verbal, graphical and tabular format to adequately assess their knowledge of the topic. It deemed satisfactory if at least 60% of students scored 60% or more on the assignment.	The test was conducted without immediate prior review. The total number of students assessed was 103. Eighty one of those scored 60% or higher on the assignment. This is 79% of all students who had taken the assessment. SLO assessed in Spring-2014.	The material is accepted well by most of the students. No immediate action is required for improvements.
1, 2	2. Use supply and demand graphical model to identify impacts of changes in market conditions and governmental policies on the market price, output, resource allocation, efficiency loss, and consumer/producer surpluses.	Assessment was done as a stand-alone quiz. It would deem satisfactory if at least 60% of students scored 60% or more on the assignment.	The assessment was conducted in seven sections among 130 students. One hundred and eleven of those scored 60% or higher on the assignment. This is 85.4% of all students who had taken the quiz. SLO assessed in Spring-2015.	The assessment shows improvement over the previous measurement in Spring-14 when 74% of students met the target. Supply and demand graphical modeling seems to be learned and understood fairly well by majority of students. No immediate action is needed. However, it is worth to note that mastering such greatly abstract topics as supply/demand framework often require additional help. One of the essential assistance tools is tutoring service. More hours of tutoring service is highly desirable.

2	3. Recognize and interpret price, cross and income elasticities of demand and price elasticity of supply; apply the concept of price elasticity of demand to the total revenue test.	Assessment was done as a stand-alone quiz. Students were presented with a set of problems related to the topic and its real-life implications. It deemed satisfactory when at least 60% of students scored 60% or more on the assignment.	Eighty five students from four sections were assessed. Sixty six of those scored 60% or higher on the assignment. This is 78% of all students who had taken the quiz. SLO assessed in Spring-2014.	The concept of elasticity is fairly well understood by most of the students who had taken the assessment.
2, 3	4. Use marginal cost - marginal benefit approach as well as depiction of the production cost curves to identify profit maximizing levels of output and prices charged by companies operating under such market structures as competitive industry, monopoly, oligopoly, and monopolistic competition.	Assessment was done as a stand-alone quiz. Students were presented with a set of questions in verbal, graphical and tabular format to adequately assess their knowledge of the topic. If 60% of students score 60% or more on the assignment it would deem to be satisfactory.	The assessment was conducted in all seven sections offered during the semester. Overall one hundred and ten students were assessed. Eighty five students scored 60% or higher on the assessment. This is 77.3% of the total number of assessed students. SLO assessed in Fall-2014.	This SLO has shown the weakest results in prior assessment in Spring-2014. Then the assessment showed 68% students were meeting the target. It is worth to notice that this topic is one of the most advanced of all studied in the course. Steps were taken on emphasizing the comprehensive instructions during the semester and better usage of supporting routes, including tutoring services open to students. Performance improvements may also be attributed to the offering of the math refreshment non-credit course offered for the first time in late summer / early fall 2014. The workshop was aimed at brushing up students' math skills prior to taking the Econ course. Given the significant improvement in the assessment results it is necessary to continue tutoring service provided to students and, potentially, offering the math workshops. More hours of tutoring service should be funded in the future to accommodate students' requests for more convenient times.