BA102B Microeconomics

PRESENTATION OF STUDENT LEARNING OUTCOME ASSESSMENT
Background

• Required for AA in Business Administration
• GE Requirement
• Foundation of knowledge for Economics and Business Major
• Taught fully online, Hybrid, and face to face (web enhanced)
• Outcomes at Bloom’s Level 1, or 2
Student Learning Outcomes

• Demonstrate fundamental microeconomics theories, and apply the concept to explain economic trade-offs, and rational behavior.

• Compute and interpret measures of elasticity

• Demonstrate how markets function and analyze market failure.

• Evaluate applicable costs of the firm and the resulting production choices.
Pyramid of Course Success

**CREATING**
- Use information to
  - Design, Build, Construct,
  - Plan, Produce, Devise, Invent

**EVALUATING**
- Critically examine info & make judgements
  - Judge, Test, Critique,
  - Defend, Criticize

**ANALYZING**
- Take info apart & explore relationships
  - Categorize, Examine,
  - Compare/Contrast, Organize

**APPLYING**
- Use information in a new (but similar) situation
  - Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

**UNDERSTANDING**
- Understanding & making sense out of information
  - Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

**REMEMBERING**
- Find or remember information
  - List, Find, Name, Identify, Locate,
  - Describe, Memorize, Define
SLO Assessment Tools

• Pretest, posttest
• Objectives, and subjunctives type questions
• Discussion based questions
• Case Study
• Problem set
Problem Set. Computations

Suppose a firm sells 70 units when the price is $6, but sells 80 units when the price falls to $4.

• Calculate the firm's revenue at each of the prices.
• Use the total-revenue test to determine whether demand is elastic or inelastic over this range.
Multiple choice question

The law of diminishing returns results in:
A. an eventually rising marginal product curve.
B. a total product curve that eventually increases at a decreasing rate.
C. an eventually falling marginal cost curve.
D. a total product curve that rises indefinitely.
Discussion type question
Why might an increase in the minimum wage in the United States simply send some jobs abroad?

Case study assignment
How much should we protect our natural environment?
## Pre-post Test Results

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>B</td>
<td>8</td>
<td>35</td>
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<tr>
<td>C</td>
<td>26</td>
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<td>D</td>
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<td>15</td>
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<tr>
<td>F</td>
<td>23</td>
<td>4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>120</td>
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</tbody>
</table>

### Pre-Test vs. Post-Test

![Bar Chart](chart.png)

- **Pre-Test vs. Post-Test**:
  - **Grade Letter**
  - **# of Students**
    - **A**: 0 (Pre-Test) vs. 0 (Post-Test)
    - **B**: 0 (Pre-Test) vs. 10 (Post-Test)
    - **C**: 10 (Pre-Test) vs. 40 (Post-Test)
    - **D**: 10 (Pre-Test) vs. 10 (Post-Test)
    - **F**: 0 (Pre-Test) vs. 0 (Post-Test)

- **TOTAL**: 120 (Pre-Test) vs. 120 (Post-Test)
Methodology

1. Assessing all SLO’s
2. Questions are testing diverse scopes
3. Modification can be made to accommodate student learning outcomes
4. Variation of instructional techniques
5. Assessment support for textbook and Publisher materials
Issues for Discussion:

• Stimulate student’s participation. Design activities to promote students involvements
• Preparing students for upcoming academic achievement
• Generating clear outcomes and Objectives for the course
• Student Self-Evaluation. What was most useful to me in my learning process
Conclusions

• Assessments created, and accomplished based on the course SLO
• Test questions altered from the textbook, and accommodated with the course SLO
• Problem set questions proposed to improve student’s analytical thinking skills