



UNIVERSITY OF
SAN FRANCISCO

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Student Learning Assurance Report

AY 2011-2012

Report Date: October 1, 2012
School/College: Arts & Sciences
Department/Program: Economics (Undergraduate)
Person completing the Report: Elizabeth Katz, Department Chair

1. **Overview Statement:** Briefly summarize the student learning assurance activities that were undertaken this academic year, indicating:

- a. which program learning outcomes were assessed this year.
- b. who in your department/program was involved in the evaluation of the above learning outcomes

Learning outcomes for Microeconomics and Macroeconomics were assessed this year. Faculty responsible for teaching the relevant courses were involved in the evaluation of the learning outcomes. Tabulations were collected by the previous Dept. Chair, Sunny Wong.

2. **Please Answers the Following Questions for Each of the Student Outcomes Assessed:**

a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

- Common questions measuring learning outcomes were designed by faculty members and administered in all Principles courses and in Intermediate Macroeconomics.
- Results were tabulated and are reported below.

b. What did the faculty in the department or program learn?

Summarize your findings and conclusions as a result of the student learning assurance indicating strengths and weaknesses in student learning demonstrated by this evaluation.

Based on a sample of 2 sections of Principles of Microeconomics, 25% of students demonstrated excellent ("A"-level) understanding of the model of supply and



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demand, and were able to answer questions about the impact of changes in exogenous parameters on equilibrium prices and quantities in the market for college textbooks (see Appendix). Another 23.6% of students showed good (“B”-level) understanding of this material, while over half the students (51.3%) answered the common questions with a score of “C” or lower.

The common assessment question administered in Macro Principles asked students to work with an Aggregate Demand – Aggregate Supply model to evaluate the effects of a weak real estate market and monetary policy on the growth of the British economy. The instructors tabulated the results in different ways. In one section, we can see students’ performance broken down by question subpart, each of which captures a distinct learning outcome. For example, while about a third of the students scored very high on parts (a) and (b) of the question, which measures basic concepts, fewer than 15% earned top scores on the more sophisticated analytical parts (c) and (d).

At the intermediate level of Macroeconomics, students were also assessed on their knowledge of the AS-AD model. They generally performed very well: 80% earned “A”s.

c. What will be done differently as a result of what was learned?

Discuss how courses and/or curricula will be changed to improve student learning as a result of the evaluation. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

The Dept. will discuss the results and evaluate how to improve student learning of the supply and demand model in Principles courses. Intermediate-level results are satisfactory.

d. What student learning improvement initiatives did you implement as a result of what was learned from this Year’s student learning assurance report?

Discuss how courses and/or curricula were changed to improve student learning as a result of the Year’s student learning assurance. Include a discussion of how the faculty has helped students overcome their learning weaknesses and improve their strengths.

N/A until this report is completed and shared with Dept. members.

Note that due to changes in Dept. leadership last year, data collection for program assessment was not as comprehensive as it will be going forward. We are making a renewed commitment to consistently tracking results at the introductory and intermediate levels of instruction across the curriculum.



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3. **Attach a copy of the components of the department/program student learning assurance plan that have been modified since its initial submission:**
 - a. Program Mission
 - b. Program Learning Goals
 - c. Program Learning Outcomes
 - d. Program Learning Rubrics aligned with outcomes
 - e. Curriculum map that shows the courses that pertain to the outcome

N/A; no modifications have been made.

Please return to: Office of Student Learning Assurance by September 30.

Please send your replies as Word attachment (to: wmurry@usfca.edu).

If you have any questions, please contact: William Murry, Director of Student Learning Assurance (wmurry@usfca.edu or x5486).



Appendix: **Grading Rubrics**

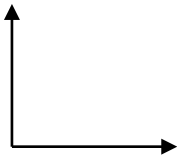
GRADING RUBRIC ECON 111 2012 (Sunny Wong and John Gonzales)

Assessment Question

Supply and Demand: In parts (a) and (c), illustrate any changes in the supply and demand curves for textbooks that might result from each scenario. Use D to label the original downward-sloping demand curve, and S to label the original upward-sloping supply curve. Use D' and S' to label the new demand and/or supply curves as necessary. Explain which curve(s) shift, in which direction, and why. Also show whether the equilibrium price and quantity increase, decrease, or stay the same. (13 points)

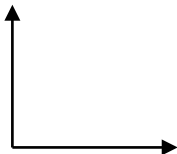
a. The federal government is allocating more budget for higher education, causing college enrollments to increase. What would happen to the price and quantity of books sold at the university's bookstore? (4 points)

The Market for College Textbooks

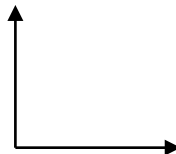


b. Do you think the demand curve for textbooks is elastic or inelastic? Explain. (2 points)
c. Now suppose that the state government, in response to students' complaints about the high cost of textbooks, decides to subsidize the production of teaching materials on the internet. What is the impact in the market for traditional textbooks? Draw a graph depicting the changes for both the market for Internet teaching materials as well as the traditional textbook market. Note: for full credit, you must show the shifts in the curve(s), as well as the initial and new equilibrium prices and quantities in both markets. (4 points)

Internet Materials



Traditional Textbooks



d. What is the economic term for the relationship between these two goods? (2 points)
e. What is the economic term for the effect of a change in price in one good on the quantity demanded of another good? (1 points)

	A	B	C	D	F
Sunny Wong	8	5	19	2	5
John Gonzales	10	12	7	4	0



GRADING RUBRIC ECON 112 2012 (Todd Fitch and John Gonzales)

Assessment Question

The British Economy

In 2012, the British economy is experiencing negative GDP growth due to a weak real estate market and a drop in consumer confidence.

a. Equilibrium and Low Growth(10 points)

Using the AD-AS model, show the British economy in short run and long run equilibrium. Use a graph, label all curves and axes. Now, on the same graph, show the impact of the weak real estate market and dropping consumer confidence. Make sure you label your graphs. Explain what is happening to key economic indicators of the British economy.

b. Monetary Policy (5 points)

The Bank of England decides to undertake expansionary monetary policy. How does the BOE achieve this?.

c. Impact on MD-MS and AD-AS (10 points)

How does the BOE action affect the Money Demand/Money Supply market? How is AD-AS impacted? Explain in words and using appropriate graphs.

d. No action (10 points)

Starting with (a) after the effects of real estate and consumer confidence, explain what would happen in the long run if there is no government intervention or BOE interactions. What causes the adjustment process to occur? Again, use words and graphs to explain your answer.

Todd Fitch

SA 4A

Table with 2 rows: Points (0-10) and Count (1, 1, 4, 3, 1, 5, 4, 20, 3, 6, 13)

SA 4B

Table with 2 rows: Points (0-5) and Count (5, 4, 22, 7, 2, 21)

SA 4C

Table with 2 rows: Points (0-10) and Count (6, 1, 5, 10, 4, 5, 6, 10, 5, 5, 5)

SA 4D

Table with 2 rows: Points (0-10) and Count (8, 10, 8, 4, 2, 6, 4, 5, 7, 2, 6)



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	A	B	C	D	F
John Gonzales	3	11	9	10	0

GRADING RUBRIC ECON 312 2012 (Man-Lui Lau)

Suppose that the economy begins in the long-run equilibrium (point A). However, firms and households are suddenly become more pessimistic about the future economic conditions and decide to reduce the level of investment and consumption, respectively.

If there is no policy intervention from the government and the Fed, use an AD-AS diagram to explain the short-run and long-run effects in the economy.

Now, instead of letting the economy adjusts by itself, the government decides to restore the AD by increasing government spending. Assuming that the government successfully restores the AD back to the original position, use an AD-AS diagram to explain this situation.

Grade Distribution

	A	B	C	D
Man-Lui Lau	24	2	0	4