

# Seaver College General Education (GE) Assessment – Human Institutions & Behavior Academic Year 2011-2012

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You will find the [Office of Institutional Effectiveness web site](#) and the [Program Review Guidebook](#) to be valuable resources when assessing the General Education program.

## I. Program Learning Outcome

Students identify and apply the major concepts of economics, psychology, or sociology to explain institutional and human behavior.

## II. Institutional Educational Outcomes (IEOs)

The GE Program Learning Outcome aligns with the following IEOs.

### **Knowledge & Scholarship**

#### *Service*

Apply knowledge to real-world challenges.

#### *Leadership*

Think critically and creatively, communicate clearly and act with integrity.

### **Faith & Heritage**

#### *Purpose*

Appreciate the complex relationship between faith, learning, and practice.

#### *Leadership*

Practice responsible conduct and allow decisions and directions to be informed by a value-centered life.

### **Community & Global Understanding**

#### *Purpose*

Develop and enact a compelling personal and professional vision that values diversity.

## III. Student Learning Outcome(s)

Indicate the student learning outcome (SLO) or outcomes for this component of the General Education program. See the OIE [website](#) for instructions on how to develop quality SLOs.

<b>SLO #1</b>	Students will be able to identify major concepts of Economics, Psychology and Sociology.
<b>SLO #2</b>	Students will be able to apply major theories to institutional and human behavior.

## IV. Curriculum Map

For each SLO, indicate the course(s) where the outcome is **I**ntroduced (I), where students will **D**evelop their skills, knowledge, abilities, etc. related to the SLO (D), and where students will demonstrate **M**astery of the SLO (M) by entering I, D or M in the appropriate cell(s) of the following table. You may add or delete columns or rows as required. An exemplar curriculum map is found [here](#).

	<b>SLO #1</b>	<b>SLO #2</b>
<b>ECON 200</b>	M	M
<b>PSYC 200</b>	M	M
<b>SOC 200</b>	M	M

An “M” designation was given with the understanding that students will demonstrate Mastery of the two SLOs at the 200 level only.

## V. Assessment Plan

Complete the following table to indicate how you will gather both direct and indirect evidence to assess student achievement for each SLO. For each assessment, be certain to fully detail the methodology that will be used to conduct the assessment.

	<b>Direct Evidence</b>	<b>Indirect Evidence</b>
<b>SLO #1</b>	Selected final exam questions (factual/applied) multiple choice	Click here to enter text.
<b>SLO #2</b>	Selected final exam questions (factual/applied) multiple choice	Click here to enter text.

Provide a copy of each assessment tool (or a detailed explanation) in Appendix A.

Factual and applied multiple choice questions will be selected in advance from psychology, sociology and economics that specifically address SLO #1 and SLO #2.

## **VI. Rubrics**

For the assessments identified in the Section V., provide the rubrics that will be used to evaluate the obtained evidence (data). Place the rubrics in Appendix B. Additional information on rubrics is found [here](#). All rubrics for Sociology, Psychology and Economics may be found in Appendix B.

## **VII. Criteria for Student Achievement / Success**

For each assessment SLO, list the criterion or criteria established as an acceptable standard of student achievement. Enter this information in the blank cells of the following table.

	<b>Criterion (Criteria)</b>
<b>SLO #1</b>	For all three areas (Sociology, psychology and Economics), mastery (“M”) of the SLO at the 200 level will be calculated in terms of class performance as defined by an overall score of 70% or greater. As this was our first attempt at evaluation, we used this benchmark of a minimal or “C” level of understanding.
<b>SLO #2</b>	For all three areas (Sociology, psychology and Economics), mastery (“M”) of the SLO at the 200 level will be calculated in terms of class performance as defined by an overall score of 70% or greater. As this was our first attempt at evaluation, we used this benchmark of a minimal or “C” level of understanding.

## **VIII. Evidence / Data**

For each SLO, present in summary form the evidence/data gathered and indicate your findings based upon the evidence. If necessary, use Appendix C to report raw or original data necessary to support your findings. *Repeat the following section for each SLO.*

INDIRECT EVIDENCE (from survey of 2012 Seaver College graduating seniors):

[315 of the senior student population responded to the survey; however, only 272 answered question 5. Our response rates were 42% to the survey and 35% to question 5. Both are outstanding for a survey of this nature and represent a representative sample for assessment purposes. The survey opened on 3/13/12 and closed on April 12, 2012.]

This evidence is in support of our assessment of the General Education program. Questions 1-4 provide demographic and enrollment details for the respondents. From our sample, our student population is 65% female and predominately of Caucasian ethnicity (72%). Social Science majors (psychology, sociology, economics and political science) comprised 20% of respondents. Specifically, for our current GE assessment, our majors comprised 15% or seniors (ECON majors 3.8%, PSYC majors 9.5% and SOC majors 1.6%). Question 5 reports the responses to the question “How has the General Education curriculum contributed to your knowledge, skills and personal development in the following areas?” Specifically, in response to the *Human Institutions and Behavior* GE requirement (Psyc, Soc, Econ) subsection of this question (#20 on question 5), 40.4% of students answered “sufficiently”, another 23.2% reported “considerably”, while 26.1% reported “somewhat” and only 10.3% of students answered “very little.”

This indirect evidence, as pertains to this particular GE assessment is a self-reported survey with a single and quite general question encompassing all three areas (Psyc, Soc and Econ) together. This indirect evidence may be interpreted in line with our current assessment of our student data and rubrics. The best possible scenario is that we consider a graduating senior’s response of “somewhat” to be equivalent to the minimal criterion of our rubrics that “Students have “basic” understanding of the concepts and are “sometimes” able to correctly identify or use the definition in applied situations. In this light, 89.7% of responses (40.4% answered “sufficiently”, 23.3% reported “considerably”, and 26.1% reported “somewhat”) reached our minimal criterion of student learning.

## DIRECT EVIDENCE

### SLO #1

#### Evidence/Data

## **SOCIOLOGY**

<b>Concept</b>	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Social Structure	1	Factual	95.2%
	2	Factual	98.4%
	3	Factual	64.5%
	4	Applied	100.0%
	5	Applied	87.1%
Culture	6	Factual	88.7%
	7	Factual	93.5%
	8	Applied	75.8%
	9	Applied	88.7%
	10	Applied	100.0%
Social Institution	11	Factual	93.5%
	12	Factual	40.3%
	13	Factual	77.4%

14	Applied	75.8%
15	Applied	74.2%

### Findings

**Sociology:** Three concepts (social structure, culture, and social institution) were analyzed. The overall average score, combining all three areas together, met criterion with 83.54%. There was no clear difference between applied or factual types of questions. The overall average score (average percentage correct of 5 questions) for the social structure concept was 89.04%. Note: individual question #3 result was 64.5% correct. Specifically, based on question #3, students failed to understand the issues of local and cosmopolitan networks within the concept of social structure. Overall, students have a full understanding of the concept of social structure. Students are mostly able to correctly identify or use the theory in applied situations.

The overall average score (average percentage correct of 5 questions) for the culture concept was 89.34% (all individual scores met the 70% criterion). Students have a full understanding of the concept of culture. Students are mostly able to correctly identify or use the theory in applied situations.

The overall average score (average percentage correct of 5 questions) for the social institution concept was 72.24%. Note: individual question #12 result was 40.3% correct. Specifically, based on question #12, students failed to understand the elements of religion within social life (specifically, the assumption of the existence of the supernatural) within the concept of social institution. Overall, students have a satisfactory understanding of the concept of social institution. Students are sometimes able to correctly identify or use the theory in applied situations.

### SLO #1

#### Evidence/Data

## **PSYCHOLOGY**

	Question	Type	% Correct
Psychological Theories	1	Factual	96.1%
	2	Factual	92.2%
	3	Applied	69.3%
	4	Applied	32.9%
	5	Factual	54.8%

### Findings

**Psychology:** One concept (psychological theories) was analyzed. The overall average score (average percentage correct of 5 questions) for the psychological theories concept was 69.06%. There was no clear difference between applied or factual types of questions. Note: individual questions #3, 4 and 5 results were below the 70% criterion at 69.3%, 32.9 and 54.8 percent respectively. Specifically, based on question #3, 4 and 5, students failed to understand the issues of spontaneous recovery, obsessive-compulsive disorders and fundamental attribution error within the concept of psychological theories. Overall, based on our set criterion of 70% success, students have shallow or no understanding of the definition of psychology. Students are unable to correctly identify or use the definition in applied situations.

**SLO #1**  
**Evidence/Data**

**ECONOMICS**

<b>Concept</b>	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Economic Policy	6	Factual	100%
	7	Factual	100%
	8	Factual	88%
	9	Factual	91%
	10	Applied	100%

**Findings**

**Economics:** One concept (economic policy) was analyzed. The overall average score (average percentage correct of 5 questions) for the economic policy concept was 95.80% (all percentages for individual answers met the 70% criterion). There was no clear difference between applied or factual types of questions. Overall, students have a full understanding of Economic Policy. Students are able to correctly identify or use the concept in most or all applied situations.

**SLO #2**  
**Evidence/Data**

**SOCIOLOGY**

<b>Concept</b>	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Conflict	16	Factual	93.5%
	17	Factual	95.2%
	18	Applied	96.8%
	19	Applied	50.0%
	20	Applied	69.4%
Functionalism	21	Factual	61.3%
	22	Factual	67.7%
	23	Applied	80.6%
	24	Applied	77.4%
	25	Applied	41.9%
Rational Choice	26	Factual	56.5%
	27	Factual	74.2%
	28	Applied	88.0%
	29	Applied	88.7%
	30	Applied	88.7%

**Findings**

**Sociology:** Three concepts (conflict theory, functionalism, and rational choice) were analyzed. The overall average score, combining all three areas together, met criterion with 75.33%. There was no clear difference between applied or factual types of questions. The overall average score (average percentage correct of 5 questions) for the conflict theory concept was 80.98%. Note: individual question #19 result was 50.0% correct. Specifically, based on question #19, students

failed to understand the issues of the conflict perspective within the concept of conflict theory. Note: individual question #20 result was 69.4% correct. Specifically, based on question #20, students failed to understand the issues of exchange (micro level) and conflict (macro level) theories within the concept of conflict theory. Overall, students have a basic understanding of conflict theory. Students are sometimes able to correctly identify or use the theory in applied situations.

The overall average score (average percentage correct of 5 questions) for the functionalism concept was 65.78%. Note: individual questions #21, 22, and 25 results were below the 70% criterion at 61.3%, 67.7 and 41.9 percent respectively. Specifically, based on question #21, 22 and 25, students failed to understand the structural and cultural insights of functionalists, the functionalism sociological perspective, and functionalist perspective of state expansion within the concept of functionalism. Students have shallow or no understanding of functionalism. Students are unable to correctly identify or use the theory in applied situations.

The overall average score (average percentage correct of 5 questions) for the rational choice concept was 79.22%. Note: individual question #26 result was 56.5% correct. Specifically, based on question #26, students failed to understand the characteristics of the Rational Choice Proposition within the concept of rational choice. Overall, students have a basic understanding of the concept of rational choice. Students are sometimes able to correctly identify or use the theory in applied situations.

**SLO #2**  
**Evidence/Data**

**PSYCHOLOGY**

	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Psychological Concepts	6	Applied	92.2%
	7	Factual	94.9%
	8	Factual	75.4%
	9	Applied	48.6%
	10	Applied	35.8%

**Findings**

**Psychology:** One concept (psychological concepts) was analyzed. The overall average score (average percentage correct of 5 questions) for the psychological concepts concept was 69.38%. There was no clear difference between applied or factual types of questions. Note: individual questions #9 and 10 results were below the 70% criterion at 48.6% and 35.8 percent respectively. Specifically, based on question #9 and 10, students failed to understand the concept of practical intelligence (Sternberg) and the Rational Emotive Therapy model (Ellis) within the concept of psychological concepts. Overall, based on our set criterion of 70% success, students have a shallow or no understanding of psychological concepts. Students are unable to correctly identify or use the concept in applied situations.

**SLO #2**  
**Evidence/Data**

**ECONOMICS**

Concept	Question	Type	% Correct
Marginal Analysis	1	Applied	85%
	2	Applied	100%
	3	Applied	100%
	4	Applied	94%
	5	Applied	91%
Scarcity and Incentives	11	Applied	97%
	12	Applied	97%
	13	Applied	94%
	14	Applied	97%
	15	Applied	85%

### Findings

Economics: Two concepts (marginal analysis) were analyzed. The overall average score, combining both areas together, met criterion with 94%. There was no clear difference between applied or factual types of questions. The overall average score (average percentage correct of 5 questions) for the marginal analysis concept was 94% (all percentages for individual answers met the 70% criterion). Overall, students have a full understanding of marginal analysis. Students are able to correctly identify or use the concept in most or all applied situations.

The overall average score (average percentage correct of 5 questions) for the Scarcity and Incentives concept was 94% (all percentages for individual answers met the 70% criterion). Overall, students have a full understanding of Scarcity and Incentives. Students are able to correctly identify or use the concept in most or all applied situations.

## IX. Summary

### **SOCIOLOGY**

Overall, the students in SOC 200 achieved the SLOs at the established standard of achievement. They exceeded the numerical expectation of a 70% average for both sociology concepts (83.54%) and theories (75.33%). SOC 200 students' best demonstrated applied and factual knowledge for the concepts of culture and structure, whereas the assessment activity revealed a shallow or poor understanding of functionalism. The concept of social institution, while meeting the standard of achievement, was the next weakest topic with an average score of only 72.24%. There is no clear pattern of more success for applied or factual questions. The two topic areas that most need attention are functionalism and social institution. For the future, a one year goal is to improve the quality of the assessment activity measures; a three year goal is to establish agreement among the faculty regarding how to teach key concepts and theories to ensure consistency across class sections; and a five year goal is to reassess again with improved (increased reliability/validity) measures and more unified teaching strategies on these concepts across sociology faculty.

### **ECONOMICS**

Concerning ECON 200 students, yes, the goals of this course are being achieved at a satisfactory level. The SLOs have been achieved at the established standard of achievement. Overall, for each concept and specifically, for each question, students

performed above the 70% criterion (both SLOs above 90%). As far as these scores, using the current measures, students appear to successfully understand the selected concepts. However, a weakness is the small sample size. A larger student sample would be beneficial to gain a clearer understanding of student competency levels. The primary area needed for improvement is more extensive data collection. For the future, a one year goal is to improve the quality of the assessment activity measures; a three year goal is to establish agreement among the faculty regarding how to teach key concepts and theories to ensure consistency across class sections; and a five year goal is to reassess again with improved (increased reliability/validity) measures and more unified teaching strategies on these concepts across the economics faculty.

## PSYCHOLOGY

Overall, the students in PSYC 200 did not achieve the SLOs at the established standard of achievement. They were slightly under the numerical expectation of a 70% average for both psychology theories (69.06%) and concepts (69.38%). Within the psychological theories assessment (SLO#1), PSYC 200 students understood the definition of psychology and correlation but struggled with concepts of spontaneous recovery, obsessive compulsive disorder and fundamental attribution error. Within the psychological concepts assessment (SLO#2), PSYC 200 students understood the theories of nature v nurture, dreaming and Piaget's cognitive development but struggled with theories of Sternberg's intelligence and Rational Emotive. There is no clear pattern of more success for applied or factual questions. For the future, a one year goal is to improve the quality of the assessment activity measures; a three year goal is to establish agreement among the faculty regarding how to teach key concepts and theories to ensure consistency across class sections; and a five year goal is to reassess again with improved (increased reliability/validity) measures and more unified teaching strategies on these concepts across psychology faculty.

## X. Closing the Loop & Quality Improvement Program

Based upon your analysis, what actions are necessary to correct weaknesses and improve this area of the General Education program? For each action item, provide the following information. *You may propose as few as one or as many as four (or more) action items. However, acting on fewer changes is likely more realistic than acting on numerous changes at one time. For this reason, prioritize all action items in order of importance and limit action items to those supported by compelling evidence.*

## SOCIOLOGY

- **Action Item #\_1\_:** Create a class activity that SOC 200 faculty may choose to use to provide students more exposure to the theory of functionalism and how to apply it.
- **Evidence to support this proposed action:** This action item responds to the result that students did not meet the numerical expectation for the theory of functionalism.
- **Expected outcome (if the action item is implemented):**  
Students will improve in their ability to identify and apply the theory of functionalism within the field of sociology.



- **Expected timeline:** This action item will be implemented the next time Elizabeth Essary teaches SOC 200, which is in the Spring semester of the 2012/2013 academic year.
- **Type of Action:**  Resource Neutral     Resources Required
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
[Click here to enter text.](#)

## ECONOMICS

- **Action Item #\_2\_:** Collect more data and further investigate "marginal analyses" to obtain a clearer picture of student learning.
- **Evidence to support this proposed action:** Only 85% of students correctly answered the question correctly.
- **Expected outcome (if the action item is implemented):**  
 A clearer picture as to the true level of student's ability to apply marginal analysis correctly.
- **Expected timeline:** August 31, 2012 - April 30, 2013
- **Type of Action:**  Resource Neutral     Resources Required
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
[Click here to enter text.](#)

## PSYCHOLOGY

- **Action Item #\_3\_:** Discuss results with other psychology faculty teaching PSYC 200 in Elkins (Rouse and Folkerts) and reassess SLOs with other faculty to more fully understand scope of student learning with different faculty (testing formats (MC/essay) and testing intervals (exams every 5 weeks v quizzes every week)).
- **Evidence to support this proposed action:** First time Miller-Perrin has taught PSYC 200 in Elkins and known varying assessment styles per different professors.
- **Expected outcome (if the action item is implemented):**  
 A clearer picture as to the true level of student's ability to apply psychological theories and concepts correctly.
- **Expected timeline:** August 31, 2012 - April 30, 2013
- **Type of Action:**  Resource Neutral     Resources Required
- **Resource Detail:** *If resources are required, provide information on the type and nature of the resources requested (e.g., cost, resource implications, source of resource / funds, etc.).*  
[Click here to enter text.](#)

## XI. Contributors

Assessment of this area of the General Education program was performed by the following individual(s).

<b>Committee Chairperson</b>	<b>Position Title</b>	<b>Academic Division</b>
Michael Folkerts	Associate Professor of Psychology	Social Science

<b>Committee Members</b>	<b>Position Title</b>	<b>Academic Division</b>
Cindy Miller-Perrin	Professor of Psychology	Social Science
Elizabeth Essary	Assistant Professor of Sociology	Social Science
Eric Olson	Assistant Professor of Economics	Social Science

### **XV. Educational Effectiveness Indicators**

Upon completion of the program review, the committee chairperson is required to complete the form at <http://services.pepperdine.edu/oie/resources/educational-effectiveness-indicators.aspx> and submit the document to the Office of Institutional Effectiveness.

## APPENDICES

### Appendix A - Assessment Details

The following assessment was used to assess **Student Learning Outcome #\_1\_**. Faculty from psychology, sociology, economics will each select THREE major concepts from their respective disciplines. Students will be assessed on their ability to correctly answer FIVE factual or applied multiple choice questions for each of their major concept areas. Specific questions will be selected prior to student completion. This data will be collected at various times during the spring 2012 semester as part of already scheduled exams in Psyc200, Soc200 and Econ200. A rubric will be provided by each professor in the form of the correct answer to each of the multiple choice questions.

### SOCIOLOGY

Major Concepts	Factual and Applied Questions
A. Social Structure	1. Within sociology, “social structure” is best defined as <ul style="list-style-type: none"> <li>a. <b>characteristics of a group, which impact individual behavior.</b></li> <li>b. any sort of building that individuals interact within.</li> <li>c. the collection of symbols that people use to communicate.</li> <li>d. society, because the two terms refer to the same thing.</li> </ul>
	2. Stratification <ul style="list-style-type: none"> <li>a. <b>involves the uneven distribution of resources and rewards.</b></li> <li>b. only exists in capitalist societies.</li> <li>c. is a relatively new characteristic of societies as a result of modernization.</li> <li>d. is based on the same dimensions across societies.</li> </ul>
	3. A person’s _____ network is likely made up of close friends and family members, whereas his/her _____ network probably consists of co-workers and acquaintances. <ul style="list-style-type: none"> <li>a. cosmopolitan; local</li> <li>b. secondary; primary</li> <li>c. primary; secondary</li> <li>d. <b>local; cosmopolitan</b></li> </ul>
	4. Michael came from a poor background with uneducated parents, but he has worked hard to reach the top of his law firm. A sociologist would describe Michael’s <i>current</i> position as <ul style="list-style-type: none"> <li>a. an ascribed status.</li> <li>b. <b>an achieved status.</b></li> <li>c. evidence of downward mobility.</li> <li>d. a caste status.</li> </ul>
	5. In which of the following situation are you most likely to find dealing with a member of your local network satisfying and appealing? <ul style="list-style-type: none"> <li>a. You are looking for someone to buy your home.</li> <li>b. <b>You are seeking someone to console you after a difficult break-up.</b></li> <li>c. You are looking to expand your reach of influence in political affairs.</li> <li>d. You are searching for a nearby internship opportunity.</li> </ul>
B. Culture	6. The term “culture” includes all of the following EXCEPT <ul style="list-style-type: none"> <li>a. objects created by people</li> <li>b. symbols and meanings</li> <li>c. learned norms and values</li> <li>d. <b>networks that transmit information</b></li> </ul>
	7. When an individual does not conform to a norm, it is ALWAYS considered a

	<p>form of</p> <ol style="list-style-type: none"> <li>conformity to subcultural norms.</li> <li><b>deviance.</b></li> <li>crime.</li> <li>solidarity.</li> </ol> <p>8. Which of the following is a reason that sociologists generally see "technology" as something "cultural?"</p> <ol style="list-style-type: none"> <li><b>Technology must be created.</b></li> <li>Technology is universal.</li> <li>Technology is physical.</li> <li>Technology only exists in advanced nations.</li> </ol> <p>9. A <i>cultural</i> explanation for the relative success of Jewish immigrants compared to Italian immigrants shows the importance of _____, which facilitated their advancement in the US economy of the early 20th century.</p> <ol style="list-style-type: none"> <li><b>norms of educational achievement</b></li> <li>strong family values</li> <li>social ties in a cosmopolitan network</li> <li>political involvement</li> </ol> <p>10. What do words, crucifixes, and flags all have in common?</p> <ol style="list-style-type: none"> <li>They are material components of culture.</li> <li>They are not subject to a variety of interpretations.</li> <li><b>They are symbols that convey meaning.</b></li> <li>They are more important for political science than sociology.</li> </ol>
C. Social Institution	<p>11. What constitutes a "family" is difficult to define. This is mostly because families</p> <ol style="list-style-type: none"> <li>are a very politicized topic.</li> <li>are emotionally important to us</li> <li>are not universal.</li> <li><b>take different forms cross-culturally.</b></li> </ol> <p>12. Stark claims that the ONE element of religion that sets it apart from other aspects of social life and accounts for its universal appeal is</p> <ol style="list-style-type: none"> <li><b>the assumption of existence of the supernatural.</b></li> <li>the collective nature of rituals and ceremonies.</li> <li>concern with questions of ultimate meaning.</li> <li>concern with the direction and meaning of history.</li> </ol> <p>13. According to Max Weber, states have a monopoly over _____, which is necessary for them to protect _____.</p> <ol style="list-style-type: none"> <li><b>the use of physical force; public goods</b></li> <li>legislation; private property</li> <li>foreign policy; national security</li> <li>economic markets; the power elite</li> </ol> <p>14. In Essaryistan, a relatively new country, every citizen gets to vote and the state constitution specifies several other civil rights. At the same time, only one political party is allowed by law and the party leadership hand-selects candidates for each election. According to your text, the state in this country</p> <ol style="list-style-type: none"> <li>can never exist in modern societies.</li> <li>is not likely to develop into a tyranny.</li> <li>is an example of a pluralist state.</li> <li><b>may still call itself a democracy.</b></li> </ol> <p>15. In class, Professor Essary explained that social institutions have a role in shaping the constructions of race and ethnicity within a society. Which of the following</p>

	<p>demonstrates this point?</p> <ol style="list-style-type: none"> <li><b>In 2000, the United States Census began to allow individuals to identify themselves as "bi-racial."</b></li> <li>When college students travel abroad, they are more aware of their racial or ethnic identities.</li> <li>Christian missionaries have been more successful in planting churches in countries that do not have much racial diversity.</li> <li>If a white girl goes dancing at a predominately black club, she dresses differently in order to better fit in.</li> </ol>
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## PSYCHOLOGY

Factual and Applied Concept Questions	
1. Psychology is defined as the scientific study of	<ol style="list-style-type: none"> <li>conscious experience</li> <li>feelings and behavior</li> <li><b>behavior and mental processes</b></li> <li>biological influences on behavior</li> </ol>
2. If those who watch a lot of TV violence are also particularly likely to behave aggressively, this would not necessarily indicate that watching TV violence influences aggressive behavior because:	<ol style="list-style-type: none"> <li>random sequences often don't look random.</li> <li>sampling extreme cases leads to false generalizations.</li> <li><b>correlation does not prove causation.</b></li> <li>events often seem more probable in hindsight.</li> </ol>
3. Shannon's parents worked very hard to eliminate her whining about bedtime by removing any positive consequences for this behavior. After several months, Shannon seemed able to go to bed without much difficulty. However, after sleeping over at her grandparent's house one Friday, Shannon again exhibited whining behavior on Saturday. The most likely explanation for these events is	<ol style="list-style-type: none"> <li>discrimination learning</li> <li>extinction</li> <li><b>spontaneous recovery</b></li> <li>disinhibition</li> </ol>
4. Cecil is preoccupied with thoughts of jumping of the window of his tenth-floor apartment. To reduce his anxiety, he frequently counts his heartbeats aloud. Cecil would most likely be diagnosed as experiencing	<ol style="list-style-type: none"> <li>panic disorder</li> <li>hypochondriasis</li> <li>generalized anxiety disorder</li> <li><b>obsessive-compulsive disorder</b></li> </ol>
5. The fundamental attribution error refers to our tendency to underestimate the impact of _____ and to overestimate the impact of _____ in explaining the behavior of others.	<ol style="list-style-type: none"> <li>central persuasion; peripheral persuasion</li> <li>peripheral persuasion; central persuasion</li> <li>personal dispositions; situational influences</li> <li><b>situational influences; personal dispositions</b></li> </ol>

## ECONOMICS

Major Concepts	Factual and Applied Questions
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B. Economic Policy	1) An open market operation involves  A) raising the debt limit of the United States. B) the Federal Reserve's purchase or sale of securities. C) changing federal income tax rates. D) the Federal Reserve's issuance of new stock.
	2) Control of the nation's quantity of money is handled by  A) Congress. B) Congress, the Federal Reserve System, and all commercial banks. C) the Federal Reserve System. D) the President of the United States.
	3) The sale of government securities by the Fed leads to  A) a contraction in bank lending. B) an increase in the federal funds rate. C) a decrease in bank reserves. D) All of the above answers are correct.
	4) The largest source of government revenues is _____.  A) corporate income taxes B) personal income taxes C) indirect taxes D) social security taxes
	5) An increase in government expenditure shifts the <i>AD</i> curve _____ and an increase in taxes shifts the <i>AD</i> curve _____.  A) leftward; leftward B) rightward; rightward C) leftward; rightward D) rightward; leftward

The following assessment was used to assess **Student Learning Outcome #2**. Faculty from psychology, sociology, economics will each select **THREE** major theories from their respective disciplines. Students will be assessed on their ability to correctly answer **FIVE** factual or applied multiple choice questions for each of their major theory areas. Specific questions will be selected prior to student completion. This data will be collected at various times during the spring 2012 semester as part of already scheduled exams in Psyc200, Soc200 and Econ200. A rubric will be provided by each professor in the form of the correct answer to each of the multiple choice questions.

## SOCIOLOGY

Major Theories	Factual and Applied Questions
D. Conflict	16. According to the conflict perspective a. the emergence of a global communist society in the future is inevitable. <b>b. a society's cultural patterns and social institutions are a product of group conflict.</b> c. group conflict is rooted in biology, such as gender or race.

	<p>d. class conflict is the only type of conflict in modern societies.</p> <p>17. Conflict theorists claim that the stratification system is subject to manipulation. According to this perspective, a high-ranking individual is able to do ALL of the following EXCEPT</p> <ol style="list-style-type: none"> <li>prevent a proletariat revolution.</li> <li>take advantage of low-ranking individuals.</li> <li>make herself irreplaceable.</li> <li>control the dominant ideology.</li> </ol> <p>18. According to the conflict perspective, when it comes to the Academy Awards,</p> <ol style="list-style-type: none"> <li>the honor of the award ensures fair and open competition among movies.</li> <li>it is difficult to predict the winner because the Academy does not have consistent criteria for “excellence in film making”.</li> <li><b>the exclusive membership of the academy allows members to better control who will win the awards.</b></li> <li>winners do not have any subsequent advantage in the movie industry.</li> </ol> <p>19. Max states that he believes that those behaviors that are punished most harshly in our legal system are those that threaten the interests of our society's most powerful members. The point of view he is taking would be most compatible with a _____ perspective.</p> <ol style="list-style-type: none"> <li>functionalist</li> <li>social exchange</li> <li><b>conflict</b></li> <li>symbolic interaction</li> </ol> <p>20. The predictions made by Guttentag and Secord at the micro level are a type of _____ theory, while the predictions made at the macro level are a type of _____ theory.</p> <ol style="list-style-type: none"> <li><b>exchange; conflict</b></li> <li>symbolic interactionist; functionalist</li> <li>labeling; Marxist</li> <li>network; feminist</li> </ol>
E. Functionalism	<p>21. Functionalists explain the structures and culture within a society based on</p> <ol style="list-style-type: none"> <li>what meaning members of that society attach to them.</li> <li>how they serve the interests of that society's most powerful members.</li> <li><b>what their consequences are for other parts of the social system.</b></li> <li>their potential for disruption and social change.</li> </ol> <p>22. According to Émile Durkheim, when we define a behavior as a “crime” it solidifies moral consensus in a society. This illustrates which sociological perspective?</p> <ol style="list-style-type: none"> <li>Conflict</li> <li>Exchange</li> <li>Microsociological</li> <li><b>Functionalism</b></li> </ol> <p>23. Differential socialization on the basis of social class helps ensure that all positions in society are filled, including less desirable jobs (e.g. factory work) and more lucrative jobs (e.g. medicine). This view of socialization is consistent with a _____ theoretical approach.</p> <ol style="list-style-type: none"> <li>conflict</li> <li>symbolic interactionist</li> <li><b>functionalist</b></li> <li>exchange</li> </ol>

	<p>24. According to our class discussion of Robert Merton, which of the following would be considered a <i>latent function</i> of Pepperdine University?</p> <ol style="list-style-type: none"> <li>To expose students to others who would make suitable spouses</li> <li>To provide opportunities to travel and learn about other cultures</li> <li>To prepare students for their chosen future professions</li> <li>To foster students' spiritual development</li> </ol> <p>25. In the editorial "God Will Provide," Wilcox claims that religiosity will decline as a result of _____. Professor Essary explained that this is consistent with _____ explanations of social institutions.</p> <ol style="list-style-type: none"> <li>secularization; conflict</li> <li><b>state expansion; functionalist</b></li> <li>state expansion; conflict</li> <li>secularization; functionalist</li> </ol>
F. Rational Choice	<p>26. Which of the following characterizes the Rational Choice Proposition?</p> <ol style="list-style-type: none"> <li>People tend to minimize, so that the amount of costs and benefits is relatively equal.</li> <li>Information about costs and rewards is relatively equally distributed in society.</li> <li><b>The amount of information varies, such that not all people are aware of the same choices.</b></li> <li>People vary in their tendency to maximize across different cultures.</li> </ol> <p>27. The author of your text claims that, when it comes to the question of free will and individual choice, sociologists generally assume that</p> <ol style="list-style-type: none"> <li>these are illusory since human behavior is entirely determined by social forces.</li> <li>human behavior cannot be explained because humans exercise freedom.</li> <li>such philosophical issues are irrelevant to sociology because they do not belong in the realm of "science."</li> <li><b>human behavior can be explained because individuals try to make choices that they think are reasonable.</b></li> </ol> <p>28. Which of the following would be a reasonable lesson from the "tragedy of the commons"?</p> <ol style="list-style-type: none"> <li>Rational humans will not exercise their immediate self-interest if they are aware of the negative effects of their actions on others.</li> <li>Rational humans will not exercise their immediate self-interest if it will harm their own long-term welfare.</li> <li><b>The unrestrained pursuit of immediate self-interest can undermine benefits that are provided for all.</b></li> <li>Professor Essary is really talented at making PowerPoint presentations.</li> </ol> <p>29. Yvonne and David are each offered \$50 to stuff 500 envelopes. Both are in exactly the same situation in terms of their ability to complete the task and the time they have to do it. Yvonne accepts the offer gladly, but David dismisses the offer as a "bad deal." This relatively common scenario illustrates a basic assumption of the rational choice proposition, which is that</p> <ol style="list-style-type: none"> <li>the rational choice proposition does not apply in all circumstances.</li> <li>not all people try to maximize.</li> <li><b>there is variation in preferences and tastes.</b></li> <li>there is variation in levels of rationality between men and women.</li> </ol> <p>30. In class, we used Professor Essary's Money Tree to double our individual contributions and then distribute the money evenly across the whole class. Which of</p>



	<p>the following statements reflects something we learned during this exercise?</p> <ol style="list-style-type: none"> <li>There is a high level of generalized trust in the class.</li> <li>Individuals who do not contribute will not be rewarded for free riding.</li> <li>Individuals are happy to contribute all their money to maximize their profits.</li> <li><b>Individuals often reduce personal risk at the expense of collective gain.</b></li> </ol>
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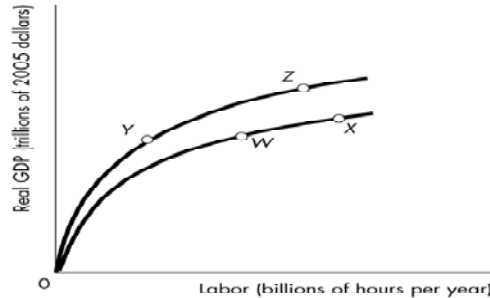
## PSYCHOLOGY

Factual and Applied Theory Questions	
1. Stu wonders whether personality differences between his African-American and white friends result from biological or cultural differences. In this instance, Stu is primarily concerned with the issue of:	<ol style="list-style-type: none"> <li>stability versus change</li> <li>behavior versus mental processes</li> <li><b>nature versus nurture</b></li> <li>observation versus introspection</li> </ol>
2. Which of the following is NOT consistent with one of the theories of dreaming discussed in class?	<ol style="list-style-type: none"> <li>dreams are an expression of our unconscious desires</li> <li>dreams are generated by random outbursts of nerve cell activity</li> <li>dreams afford us an opportunity to sort through and process information encoded during the day</li> <li><b>dreams are an expression of archetypes from past generations</b></li> </ol>
3. Children in the _____ stage of cognitive development begin to think logically and can reason about events as long as they have direct personal experience with the event.	<ol style="list-style-type: none"> <li>empirical operational</li> <li>sensorimotor</li> <li>preoperational</li> <li><b>concrete operational</b></li> </ol>
4. Which of the following people best illustrates Sternberg's concept of practical intelligence?	<ol style="list-style-type: none"> <li>Jamal, a student who quickly recognizes the correct answers to multiple-choice test questions</li> <li>Gareth, a graduate student who generates many creative ideas</li> <li><b>Shelley, a newspaper reporter who has established a large network of information sources</b></li> <li>Cindy, a young mother who prefers cleaning her house to supervising her children</li> </ol>
5. Which of the following best reflects the ABC model used by Albert Ellis?	<ol style="list-style-type: none"> <li>a=antecedent stimulus, b=behavior, c=cognition</li> <li>a=affect, b=behavior, c=consequence</li> <li><b>a=antecedent stimulus, b= belief, c= consequence</b></li> <li>a=Alabama, b=Burma, c=Canada</li> </ol>

## ECONOMICS

Major Concepts	Factual and Applied Questions
A. Marginal Analysis	<ol style="list-style-type: none"> <li>According to the intertemporal substitution effect, a fall in the price level will <ol style="list-style-type: none"> <li>increase net exports, which causes the quantity of real GDP demanded to increase.</li> </ol> </li> </ol>

- B) cause the interest rate to fall so that investment increases and the quantity of real GDP demanded increases.
- C) decrease the real value of wealth, which increases the quantity of real GDP demanded.
- D) increase the real value of wealth, which raises the interest rate so that the quantity of real GDP demanded decreases.

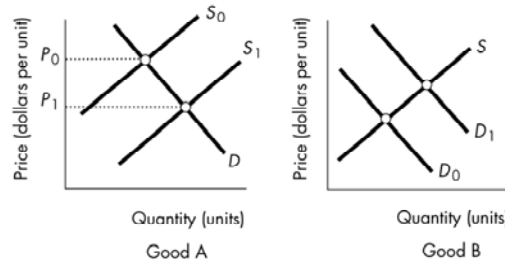


2) The country of Kemper is on its aggregate production function at point *W* in the above figure. If the population increases with no change in capital or technology, the economy will

- A) move to point such as *Z*.
- B) move to point such as *Y*.
- C) move to point such as *X*.
- D) remain at point *W*.

3) The country of Kemper is on its aggregate production function at point *W* in the above figure. The government of Kemper passes a law that makes 4 years of college mandatory for all citizens. After all citizens have their education, the economy will

- A) remain at point *W*.
- B) move to point such as *Y*.
- C) move to point such as *X*.
- D) move to point such as *Z*.

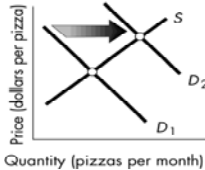
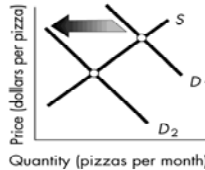
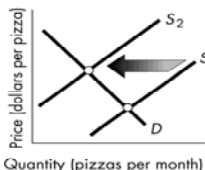
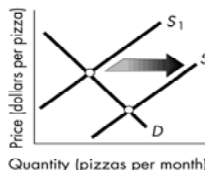


4) In the above figure, if the price of good A falls from  $P_0$  to  $P_1$  and the demand for good B increases from  $D_0$  to  $D_1$ , then goods A and B

- A) will have a negative cross elasticity of demand.
- B) are inferior goods.
- C) are both price elastic but not perfectly price elastic.
- D) are substitute goods.

5) Suppose the equilibrium price of bottled water has risen from \$1.00 per bottle to \$2.00 per bottle and the equilibrium quantity has increased. These changes are a result of a \_\_\_\_\_ shift of the \_\_\_\_\_ curve for bottled water.

- A) leftward; demand

	<p>B) rightward; demand  C) rightward; supply  D) leftward; supply</p>
<p>C. Scarcity and Incentives</p>	<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;">  <p>Figure A</p> </div> <div style="text-align: center;">  <p>Figure B</p> </div> <div style="text-align: center;">  <p>Figure C</p> </div> <div style="text-align: center;">  <p>Figure D</p> </div> </div> <p>1) The above figure shows the market for pizza. Which figure shows the effect of a decrease in the price of a hamburger, which for consumers is a substitute for pizza?</p> <p>A) Figure A  B) Figure B  C) Figures B and C  D) Figure D</p> <p>2) The above figure shows the market for pizza. Which figure shows the effect of an increase in the price of a complement such as soda?</p> <p>A) Figure A  B) Figure B  C) Figure C  D) Figure D</p> <p>3) The above figure shows the market for pizza. Which figure shows the effect of an increase in the price of the tomato sauce used to produce pizza?</p> <p>A) Figure A  B) Figure B  C) Figure C  D) Figure D</p> <p>4) If Pepsi decided to raise its price, you would expect the price of Coca Cola</p> <p>A) to fall.  B) to raise.  C) Their prices should have no relationship because Pepsi and Coca Cola are not related.  D) None of the above answer are correct.</p> <p>5) Blue pens and black pens are close substitutes. The cross elasticity of demand for black pens with respect to the price of blue pens is _____.</p> <p>A) negative  B) positive  C) zero  D) equal to 1</p>

## **Appendix B - Rubrics**

The following rubric was used to analyze the evidence gathered in assessment of **Student Learning Outcome(s) #1**. Specific questions will be selected prior to student completion. This data will be collected at various times during the spring 2012 semester as part of already scheduled exams in Psyc200, Soc200 and Econ200. Student answers to the multiple choice questions will be graded using the answer key provided by each faculty member. Mastery (“M”) of the SLO at the 200 level will be calculated in terms of class performance as defined by an overall score of 70% or greater.

### **SOCIOLOGY**

Concept Assessed	Below Expectation	Satisfactory	Exemplary
A. Social Structure	Students have shallow or no understanding of the concept of social structure. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of social structure. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of social structure. Students are mostly able to correctly identify or use the concept in applied situations.
B. Culture	Students have shallow or no understanding of the concept of culture. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of culture. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of culture. Students are mostly able to correctly identify or use the concept in applied situations.
C. Social Institution	Students have shallow or no understanding of the concept of social institution. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of social institution. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of social institution. Students are mostly able to correctly identify or use the concept in applied situations.

### **PSYCHOLOGY**

Concept Assessed	Below Expectation	Satisfactory	Exemplary
Definition of Psychology	Students have shallow or no understanding of the definition of psychology. Students are unable to correctly identify or use the definition in applied situations.	Students have basic understanding of the concept of the definition of psychology. Students are sometimes able to correctly identify or use the definition in applied situations.	Students have a full understanding of the definition of psychology. Students are mostly able to correctly identify or use the definition in applied situations.
Correlation	Students have shallow or no understanding of	Students have basic understanding of the	Students have a full understanding of the

	correlation. Students are unable to correctly identify or use the concept in applied situations.	concept of correlation. Students are sometimes able to correctly identify or use the concept in applied situations.	concept of correlation. Students are mostly able to correctly identify or use the concept in applied situations.
Spontaneous Recovery	Students have shallow or no understanding of the concept of spontaneous recovery. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of spontaneous recovery. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of spontaneous recovery. Students are mostly able to correctly identify or use the concept in applied situations.
Obsessive Compulsive Disorder	Students have shallow or no understanding of the concept of obsessive compulsive disorder. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of obsessive compulsive disorder. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of obsessive compulsive disorder. Students are mostly able to correctly identify or use the concept in applied situations.
Fundamental Attribution Error	Students have shallow or no understanding of the concept of fundamental attribution error. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of fundamental attribution error. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of fundamental attribution error. Students are mostly able to correctly identify or use the concept in applied situations.

## ECONOMICS

Concept Assessed	Below Expectation	Satisfactory	Exemplary
Economic Policy	Students have shallow or no understanding of Economic Policy. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of Economic Policy. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of Economic Policy. Students are able to correctly identify or use the concept in most or all applied situations.

The following rubric was used to analyze the evidence gathered in assessment of **Student Learning Outcome(s) #2**. Specific questions will be selected prior to student completion. This data will be collected at various times during the spring 2012 semester as part of already scheduled exams in Psyc200, Soc200 and Econ200. Student answers to the multiple choice questions will be graded using the answer key provided by each

faculty member. Mastery (“M”) of the SLO at the 200 level will be calculated in terms of class performance as defined by an overall score of 70% or greater.

### Sociology

Topic Assessed	Below Expectation	Satisfactory	Exemplary
D. Conflict Theory	Students have shallow or no understanding of conflict theory. Students are unable to correctly identify or use the theory in applied situations.	Students have basic understanding of conflict theory. Students are sometimes able to correctly identify or use the theory in applied situations.	Students have a full understanding of conflict theory. Students are mostly able to correctly identify or use the theory in applied situations.
E. Functionalism	Students have shallow or no understanding of functionalism. Students are unable to correctly identify or use the theory in applied situations.	Students have basic understanding of functionalism. Students are sometimes able to correctly identify or use the theory in applied situations.	Students have a full understanding of functionalism. Students are mostly able to correctly identify or use the theory in applied situations.
F. Rational Choice	Students have shallow or no understanding of rational choice. Students are unable to correctly identify or use the theory in applied situations.	Students have basic understanding of the concept of social structure. Students are sometimes able to correctly identify or use the theory in applied situations.	Students have a full understanding of the concept of social structure. Students are mostly able to correctly identify or use the theory in applied situations.

### PSYCHOLOGY

Concept Assessed	Below Expectation	Satisfactory	Exemplary
Definition of Psychology	Students have shallow or no understanding of the definition of psychology. Students are unable to correctly identify or use the definition in applied situations.	Students have basic understanding of the concept of the definition of psychology. Students are sometimes able to correctly identify or use the definition in applied situations.	Students have a full understanding of the definition of psychology. Students are mostly able to correctly identify or use the definition in applied situations.
Correlation	Students have shallow or no understanding of correlation. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of correlation. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of correlation. Students are mostly able to correctly identify or use the concept in applied situations.
Spontaneous Recovery	Students have shallow or no understanding of the concept of spontaneous recovery. Students are	Students have basic understanding of the concept of spontaneous recovery. Students are	Students have a full understanding of the concept of spontaneous recovery. Students are

	unable to correctly identify or use the concept in applied situations.	sometimes able to correctly identify or use the concept in applied situations.	mostly able to correctly identify or use the concept in applied situations.
Obsessive Compulsive Disorder	Students have shallow or no understanding of the concept of obsessive compulsive disorder. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of obsessive compulsive disorder. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of obsessive compulsive disorder. Students are mostly able to correctly identify or use the concept in applied situations.
Fundamental Attribution Error	Students have shallow or no understanding of the concept of fundamental attribution error. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of fundamental attribution error. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of fundamental attribution error. Students are mostly able to correctly identify or use the concept in applied situations.

## ECONOMICS

Concept Assessed	Below Expectation	Satisfactory	Exemplary
Marginal Analysis	Students have shallow or no understanding of the concept of marginal analysis. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of the concept of marginal analysis. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of the concept of marginal analysis. Students are able to correctly identify or use the concept in most or all applied situations.
Scarcity and Incentives	Students have shallow or no understanding of scarcity and incentives. Students are unable to correctly identify or use the concept in applied situations.	Students have basic understanding of scarcity and incentives. Students are sometimes able to correctly identify or use the concept in applied situations.	Students have a full understanding of scarcity and incentives. Students are able to correctly identify or use the concept in most or all applied situations.

## **Appendix C - Evidence /Data**

### **INDIRECT EVIDENCE: General Education Assessment Spring 2012**



GE Assessment  
Spring 2012 Result\_0

The following evidence was gathered in assessment of Student Learning Outcome #\_\_1\_\_.

*[Repeat and edit the above text as necessary for each SLO.]*

#### **RAW DATA**

##### **Sociology**

<b>Concept</b>	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Social Structure	1	Factual	95.2%
	2	Factual	98.4%
	3	Factual	64.5%
	4	Applied	100.0%
	5	Applied	87.1%
Culture	6	Factual	88.7%
	7	Factual	93.5%
	8	Applied	75.8%
	9	Applied	88.7%
	10	Applied	100.0%
Social Institution	11	Factual	93.5%
	12	Factual	40.3%
	13	Factual	77.4%
	14	Applied	75.8%
	15	Applied	74.2%

##### **PSYCHOLOGY**

	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Psychological Theories	1	Factual	96.1%
	2	Factual	92.2%
	3	Applied	69.3%
	4	Applied	32.9%
	5	Factual	54.8%

##### **ECONOMICS**

<b>Concept</b>	<b>Question</b>	<b>Type</b>	<b>% Correct</b>
Economic Policy	6	Factual	100%
	7	Factual	100%
	8	Factual	88%



9	Factual	91%
10	Applied	100%

The following evidence was gathered in assessment of Student Learning Outcome # 2.  
*{Repeat and edit the above text as necessary for each SLO.}*

## RAW DATA

### Sociology

Concept	Question	Type	% Correct
Conflict	16	Factual	93.5%
	17	Factual	95.2%
	18	Applied	96.8%
	19	Applied	50.0%
	20	Applied	69.4%
Functionalism	21	Factual	61.3%
	22	Factual	67.7%
	23	Applied	80.6%
	24	Applied	77.4%
	25	Applied	41.9%
Rational Choice	26	Factual	56.5%
	27	Factual	74.2%
	28	Applied	88.0%
	29	Applied	88.7%
	30	Applied	88.7%

### PSYCHOLOGY

	Question	Type	% Correct
Psychological Concepts	6	Applied	92.2%
	7	Factual	94.9%
	8	Factual	75.4%
	9	Applied	48.6%
	10	Applied	35.8%

### ECONOMICS

Concept	Question	Type	% Correct
Marginal Analysis	1	Applied	85%
	2	Applied	100%
	3	Applied	100%
	4	Applied	94%
	5	Applied	91%
Scarcity and Incentives	11	Applied	97%

12	Applied	97%
13	Applied	94%
14	Applied	97%
15	Applied	85%

**Appendix D - Chronology**

The committee met and performed activities in support of this assessment as indicated below. Please add additional rows as necessary.

<b>Date</b>	<b>Members Participating (Initials)</b>	<b>Action</b>
10/12/11	MF, CMP, EE, EO	Completed sections I-V (sent to Feltner)
12/8/11	MF, CMP, EE, EO, MF	Reviewed (w/Feltner) I-IV and worked on V, VI, Appendices A & B
1/13/11	MF, CMP, EE, EO	Updated I-VI and Appendices A and B (sent to Feltner)
2/3/12	MF, MF, EE	Feltner provided critical feedback via email on VII
2/28/12	MF, MF, EE	Feltner provided critical feedback via email on VIII
3/29/12	MF, MF, EE	Feltner provided critical feedback via email on VIII
5/14/12	MF, CMP, EE, EO	Folkerts received updated VIII, IX and X
5/18/12	MF, CMP, EE, EO	Folkerts finished final version