Arapahoe Community College

2013-2014 Economics Assessment Plan Data

Learning Outcome
Quantitative Reasoning: Demonstrate the ability to use quantitative reasoning skills by analyzing data and scenarios from a supply and demand project.

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
Analyze one written specific project related to the study of economics. This shows the students’ abilities to use quantitative reasoning. The quantitative reasoning competency includes the ability to retrieve, interpret and evaluate information and numerical concepts to determine trends, make predictions, and develop informed opinions.

Measure 1 Sample Size:
173

Measure 1 Benchmark

1) Describe the benchmark for this measure.
80% of the students will score a 3 (proficient) or 4 (advanced), out of 4, on the final four sections project rubric showing that they are able to critically evaluate economic situations.

2) What is the rationale for choosing this benchmark?
This benchmark was chosen as it reflects students’ abilities to locate, identify, organize, analyze and interpret data.
Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Surpassed benchmark

Measure 1 Results:

![Quantitative Reasoning Chart]

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
As the benchmark for this outcome is 80%, the performance was strong.

2) How does the data compare to the previous year, if applicable?
This is the same as the prior year assessment where 85% of the economics students were proficient or advanced.

3) If multiple measures were used, how do they compare to each other?
There were four sections of a rubric used to determine these results. The mean scores for each section are as follows: 3.6, 3.7, 3.7, and 3.1. The measures support each other overall in determining the student abilities in this outcome, but also show that students struggle most with the final section of the rubric that shows how well students understand the comparative and quantitative impact of a change in supply and demand at the same time as it relates to changes in equilibrium price and equilibrium quantity.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
In order to help clarify a concept for the students (determining what happens when both supply and demand curves shift), we will use a revised wording of the question that relates to this issue to make sure that instructors and students are clear and consistent about the expectations of this concept.

Further Action:
Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority
Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome
Demonstrate awareness of the economic concept of supply and demand

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
Demonstrate awareness of the economic concept of supply and demand.

Measure 1 Sample Size:
173

Measure 1 Benchmark

1) Describe the benchmark for this measure.
80% of students will score a 3 (proficient) or 4 (advanced) out of 4 on the first four sections of the project rubric showing their basic understanding of supply and demand.

2) What is the rationale for choosing this benchmark?
This is a fundamental concept for all principles of economics courses.

Measure 2 Type:

Please select

Measure 2 Description:
Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Surpassed benchmark

Measure 1 Results:

![Supply and Demand Graph](image)

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
The benchmark for this outcome is 80%; the performance exceeded the benchmark by 14%.

2) How does the data compare to the previous year, if applicable?
This is up 4% from the prior year assessment where 90% of the economics students were proficient or advanced.
3) If multiple measures were used, how do they compare to each other?

There were four sections of a rubric used to determine these results. The mean scores for each section are as follows: 3.5, 3.8, 3.8 and 3.8. Therefore, the measures supported each other in determining the student abilities in this outcome showing the students’ abilities to demonstrate their understanding of supply and demand.

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

We will continue to use this assignment as it supports the supply and demand objective. This past year, we changed the wording on the project (not the rubric) to clarify for students the expectations of the assignment. We will continue to use the revised project to see if the increase in the assessment results is due to the increased clarity of the assignment. Also, we will discuss how to use this assignment more effectively in order to continue to close the gap and reach more students in understanding the fundamentals of supply and demand.

Further Action:

Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)
Learning Outcome

Communication: Demonstrate the ability to use clear written communication

Measure 1 Type:

Direct

Rubric-graded report

Measure 1 Description:

Write clearly and logically about topics related to economics. This shows the students’ ability to use good communication. The communication competency includes the ability to construct, deliver, and engage in effective, knowledgeable communication for a variety of audiences and purposes.

Measure 1 Sample Size:

199

Measure 1 Benchmark

1) Describe the benchmark for this measure.

80% of the students will receive a score of 3 or above on the Thesis, Content, Context and Purpose, Grammar/Mechanics, Sources and Citations sections of the paper rubric.

2) What is the rationale for choosing this benchmark?

We chose this measure as student papers will demonstrate if students are able to use written communication to clearly state their understanding of material to an appropriate audience.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark
1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
- Surpassed benchmark

Measure 1 Results:

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?
As the benchmark for this outcome is 80%, the performance surpassed the benchmark.

2) How does the data compare to the previous year, if applicable?
This is up 5% from the prior year assessment that was at 89%.

3) If multiple measures were used, how do they compare to each other?
There were five sections of a rubric used to determine these results. The mean scores for each section are as follows: 4.5, 4.0, 4.1, 4.0 and 4.0. The five measures supported each other though students did best with writing their thesis.
## Learning Outcome

Demonstrate the ability to examine and critically evaluate economic issues

### Measure 1 Type:

Direct

Rubric-graded report

### Measure 1 Description:

Demonstrate the ability to examine and critically evaluate economic issues.

### Measure 1 Sample Size:

164

### Measure 1 Benchmark

1) Describe the benchmark for this measure.

80% of the students will receive a score of 3 or above on the Response to the assignment, Extension of Economic analysis and Diagrams and Illustrations sections of the paper rubric. 2. The written assignment allows students the opportunity to show their ability to evaluate the quality of evidence and draw appropriate conclusions.

2) What is the rationale for choosing this benchmark?

The written assignment allows students the opportunity to show their ability to evaluate the quality of evidence and draw appropriate conclusions.

### Measure 2 Type:

Please select

### Measure 2 Description:


### Measure 2 Sample Size:


### Measure 2 Benchmark
1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Surpassed benchmark

Measure 1 Results:

![Economic Issues Chart]

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

As the benchmark for this outcome is 80%, the performance exceeded the benchmark by 6%.

2) How does the data compare to the previous year, if applicable?

This is up 1% from the prior year assessment where 85% of the economics students were proficient or advanced.

3) If multiple measures were used, how do they compare to each other?

There were three sections of a rubric used to determine these results. The mean scores for each section are as follows: 4.1, 3.8 and 3.6. The measures support each other overall, though the diagrams and
1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Surpassed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

We will continue to encourage students to apply economic concepts in their writing. This can be achieved by applying theory to current events and utilizing our advisory board to help us develop new case studies. Additionally, we will work with students to help them better understand what diagrams and illustrations add to the readers’ understanding of their papers most appropriately. This criterion was added to the Economic Issues rubric this year. We will talk about if we want to re-word the criteria for this outcome at our Fall 2014 department meeting.

Further Action:

Further Action Unnecessary

Describe the action plan:

Person/ Group responsible for action

Target Date for implementation of the action

Priority

Describe any additional resources needed (Leave blank if no additional resources are needed.)