## Arapahoe Community College

### 2014-2015

#### ECONOMICS

<table>
<thead>
<tr>
<th>Demonstrate awareness of the economic concept of supply and demand</th>
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<tbody>
<tr>
<td><strong>Assessment Author(s)</strong></td>
</tr>
<tr>
<td><strong>Measure 1 Type:</strong></td>
</tr>
<tr>
<td><strong>Measure 1 Description:</strong></td>
</tr>
<tr>
<td><strong>Sample Size:</strong></td>
</tr>
<tr>
<td><strong>1) Describe the benchmark for this measure.</strong></td>
</tr>
<tr>
<td><strong>2) What is the rationale for choosing this benchmark?</strong></td>
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</table>

**This Discipline Outcome was:** Surpassed benchmark

**Measure 1 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%. There were four sections of a rubric used to determine these results. The mean scores for each section are as follows: 3.7, 3.8, 3.8 and 3.8. The four sections of the rubric supported each other in this outcome showing the students’ abilities to demonstrate their understanding of supply and demand was consistent.

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

This is the same as the prior year assessment where 94% of the economics students were proficient or advanced.

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

We will continue to use this assignment as it supports the supply and demand objective. We will work to close the gap in regards to a movement along the demand and supply curves by encouraging students to use the study lab that is staffed by a faculty member in the library and use peer tutors on campus.
assessment planning?

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

We will also work to close the gap in regards to a movement along the demand and supply curves by discussing strategies at the department meeting and sharing podcasts, handouts and learning activities within the department.

Further Action: Further Action Unnecessary

DEMONSTRATE THE ABILITY TO EXAMINE AND CRITICALLY EVALUATE ECONOMIC ISSUES

| Measure 1 Type: | Direct |
| Measure 1 Description: | Demonstrate the ability to examine and critically evaluate economic issues. |
| Measure 1 Sample Size: | 180 |
| 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, Content Analysis/Synthesis, Extension of Economic analysis and Diagrams and Illustrations and Grammar sections of the paper rubric |
| 2) What is the rationale for choosing this benchmark? | These methods show that students comprehend complex economic situations and are able to communicate them clearly. |

Please select

This Discipline Outcome was: Surpassed benchmark

Measure 1 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 15%.

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

This is up 9% from the prior year assessment where 86% of the economics students were proficient or advanced. The new rubric used to assess information management and economic issues accounts for much of the change from the prior year. There were five sections of a rubric used to determine these results. The mean scores for each section are as follows: 3.9, 4.0, 3.8, 3.8, and 3.7. The measures support each other overall showing consistency among the different sections of the rubric that measure Economic Issues.

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

The department was the strongest it has ever been in its performance in this outcome.

We will continue to encourage students to apply economic concepts. This can be achieved by applying theory to current events and utilizing our online recourses to help us develop new writing assignments.
3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

We will work with students to help them better understand what diagrams and illustrations add to the readers' understanding of their papers most appropriately.

Further Action: Further Action Unnecessary

**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:** 192

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?

It reflects students' abilities to locate, identify, organize, analyze and interpret data.

Please select

**Measure 1 Results:**
1) How did unit/department performance compare to the benchmark?

As the benchmark for this outcome is 80%, the performance was 10% higher than the benchmark.

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

This is up 6% from the prior year assessment where 84% of the economics students were proficient or advanced. There were four sections of a rubric used to determine these results. The mean scores for each section are as follows: 3.7, 3.8, 3.8, and 3.5. The measures supported each other in determining the student abilities in this outcome.

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?

The department is strong in its performance in this outcome. We will continue to use this assignment as it supports the quantitative reasoning learning objective as well as the competencies for 200-level economics courses.
planning?

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Further Action: Further Action Unnecessary

<table>
<thead>
<tr>
<th>COMMUNICATION: DEMONSTRATE THE ABILITY TO USE CLEAR WRITTEN COMMUNICATION</th>
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<td>No Data</td>
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<table>
<thead>
<tr>
<th>INFORMATION MANAGEMENT: IDENTIFY, RETRIEVE AND SYNTHESIZE INFORMATION IN ORDER TO THINK CRITICALLY, REASON創造IVELY AND MAKE INFORMED JUDGMENTS.</th>
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<tbody>
<tr>
<td>Measure 1 Type: Direct</td>
</tr>
<tr>
<td>Measure 1 Description: Write clearly and logically about topics related to economics. This shows the students’ ability to use identify appropriate sources, and make informed judgments based on their research.</td>
</tr>
<tr>
<td>Measure 1 Sample Size: 180</td>
</tr>
<tr>
<td>1) Describe the benchmark for this measure. 80% of the students will receive a score of 3 or above on the Citations, Sources, and Analysis of Sources sections of the rubric.</td>
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<tr>
<td>2) What is the rationale for choosing this benchmark? We chose this measure as student papers will demonstrate that students are able to use information management to clearly state their understanding of material to an appropriate audience with appropriate sources and citations.</td>
</tr>
<tr>
<td>This Learning Outcome was: Surpassed benchmark</td>
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<tr>
<td>Measure 1 Results:</td>
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</tbody>
</table>
1) How did unit/department performance compare to the benchmark?

As the benchmark for this outcome is 80%, the performance surpassed the benchmark by 15%. 2. This is down 11% from the prior year assessment. 3. There were five sections of a rubric used to determine these results. The mean scores for each section are as follows: 4.2, 3.9, 3.8, 4.1, 3.7 and 3.9. The six measures supported each other though students did best with writing their thesis, but struggled more with grammar.

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

This is our first year using this learning objective so there is no prior data to compare with. There were three sections of a rubric used to determine these results. The mean scores for each section are as follows: 3.8, 3.8 and 4.0. The three measures supported each other though students did best with writing their thesis, but struggled more with analyzing their sources than with finding appropriate sources and citing them correctly.

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 planning?

The department is strong in its performance in this outcome. We will use the new rubric used to assess information management again next year.
and educational support unit planning, and assessment planning?

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Most of our students are required to attend a library tour on this assignment. We will work with the students to let them know what areas the Student Success Center can help them in and that have a clear understanding of the purpose of the Library and the Writing Center. Also, we will work with the Writing Center to clarify what areas our students need support in and also to make sure that our students are aware of the purpose of the Writing Center and library assistance. We will also add Learning Repository Widgets to our Home pages in D2L to encourage the students to use library resources on their papers.

Further Action: Further Action Unnecessary