Discipline Outcome

Demonstrate awareness of the economic concept of supply and demand

Assessment Author(s)

Tami Bertelsen

Measure 1 Type:

Direct

Rubric-graded report

Measure 1 Description:

Demonstrate awareness and understanding of how to graph the economic concept of supply and demand.

Measure 1 Sample Size:

300

1) Describe the benchmark for this measure.

85% of students will receive a score of 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.
This discipline outcome was Surpassed benchmark

Measure 1 Results:

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

We raised the benchmark for this outcome from 80% to 85% this year, and still exceeded the benchmark by 11%.

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

This is up from the prior year’s assessment when 91% of the students were proficient or advanced.

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

There were four sections of the rubric used to determine the results. The maximum score on the rubric for each section is 4. The mean scores for each section are as follows: 3.8, 3.9, 3.8, and 3.9. Students did a great job in all four sections of the rubric showing a consistent 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 which is fundamental to economics. We will work to close the gap by discussing this project at future department meetings.

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 continue to use new podcasts, that we developed this year, to help online students perform as well as face-to-face students in this assessment.

**Discipline Outcome**

Demonstrate the ability to examine and critically evaluate economic issues

**Assessment Author(s)**

Tami Bertelsen

**Measure 1 Type:**

Direct

Rubric-graded report

**Measure 1 Description:**

Demonstrate the ability to examine and critically evaluate economic issues.

**Measure 1 Sample Size:**

300
1) Describe the benchmark for this measure.

80% of the students will receive a score of 3 or above in the Response to the Assignment, Extension of Economic Analysis, and Diagrams and Illustrations sections of the paper rubric.

2) What is the rationale for choosing this benchmark?

The rubric-graded written assignment allows students the opportunity to show their abilities to evaluate the quality of evidence and draw rational economic conclusions.

This discipline outcome was

Missed benchmark

Measure 1 Results:

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

As the benchmark for this outcome is 80%, the department missed the benchmark by 3%.

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

This outcome is far below the prior year assessment where 95% 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 the rubric used to determine these results with a maximum score of 5. The mean scores for each section are as follows: 4.5, 4.2, 4.2, and 4.2.
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)?

Missed 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?

This result was surprising for our department. Some instructors have made changes to their writing assignments that reflect the decrease in this outcome. Also, the politically charged environment from this past Fall may have caused some students to be more emotional in their written responses to economic issues instead of using economic theory to support their ideas. We will meet as a department to talk about using positive economics, instead of normative economics, in our classes to help keep the student learning focused and balanced.

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 on creating a new and consistent assessment that will address the new competencies for General Transfer Economics courses in the Community College System that also meets this outcome.

Learning Outcome

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

Assessment Author(s)

Tami Bertelsen

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

Measure 1 Sample Size:
300

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

2) What is the rationale for choosing this benchmark?
This benchmark reflects students abilities to locate, identify, organize, analyze and interpret data.

This learning 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 department performance was 5% greater than the benchmark.

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

This is down 5% from the prior year's assessment when 91% 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, 3.7, 3.7, and 3.2.

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?

While the department surpassed our benchmark, these results are lower than the prior year. We will keep the benchmark and consider additional ways to work with students to better understand these difficult concepts.

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 provide additional resources, through podcasts, to help students better understand how to reach this outcome.

Learning Outcome
Information Management: Identify, retrieve and synthesize information in order to think critically, reason creatively and make informed judgments.

Assessment Author(s)
Tami Bertelsen

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
Students will write a rubric-graded paper that will reflect their ability to make informed judgments regarding sources and information. Students should write clearly and logically about topics related to economics. This shows the students' abilities to use and identify appropriate sources, and make informed judgments about their research.

Measure 1 Sample Size:
300

1) Describe the benchmark for this measure.
80% of students will receive a score of 3 or above on the Citations, Sources, and Analysis of Sources sections of the paper rubric.

2) What is the rationale for choosing this benchmark?
We chose this measure to 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.

This learning 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 department performance was 3% below the benchmark.

2) How does the data compare to the previous year, if applicable?
This is down 18% from the prior year.

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, each with a maximum score of 5. The mean scores for each section are as follows: 4.3, 4.2, and 4.4.

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)?
Missed 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?
While the department surpassed our benchmark, these results are lower than the prior year. We will keep the benchmark and consider additional ways to work with the Writing Center to help students understand how to use and cite appropriate resources.
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 provide additional resources to help students understand how to use appropriate resources and encourage all students to attend a library tour where information management will be addressed.