

Assessment Report - Annual Update

Program Assessment (focus on most recent year)

Department:	Social Science
Program:	Economics
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A. List your Program Learning Outcomes (PLOs)/Administrative Unit Outcomes (AUOs)

- 1 . Economics students will be able to explain the nature and functioning of the market system.
- 2 . Economics students will be able to define criteria for assessing efficiency in the provision of goods
- 3 . Economics students will investigate and assess the operation of economic institutions.
- 4 . Economics students will be able to evaluate alternative policies intended to enhance economic
- 5 . Economics students will develop competence in quantitative methods and computing methods.
- 6 . Economics students will be able to conceptualize and analyze problems using the tools of

B. How did your outcomes assessment results inform your program planning? Use the bullet points below to organize your response.

- * our outcomes assessment results in an evaluation of techniques/pedagogies that may improve the opportunities for student success.
- * One of the most notable trends was that students seemed to succeed at a higher rate when in a F2F class that also utilized technology outside the classroom.
- * Each Outcome Assessment is paired to the measurement implement and the results are consulted

C. How do course level student learning outcomes align with program learning outcomes? Instructional programs can combine questions C and D for one response (SLO/PLO/ILO).

All Course Student Learning Outcomes have been mapped to both the Program Learning Outcomes, the Institutional Learning Outcomes as well as the GenEd Learning Outcomes. This document demonstrates the interconnectedness of all SLOs to said other outcomes. The mapping document that contains all of this information can be resubmitted at any time to demonstrate this point.

Institutional Learning Outcomes:

Think: Think critically and evaluate sources and information for validity and usefulness.

Communicate: Communicate effectively in both written and oral forms.

Demonstrate: Demonstrate competency in a field of knowledge or with job-related skills.

Engage: Engage productively in all levels of society – interpersonal, community, the state and the nation, and the

D. How do the program learning outcomes or Administrative Unit Outcomes align with Institutional Learning Outcomes? All Student Affairs and Administrative Services should respond.

ILO #s 1-3 directly align with each of the PLOs our program offers.

ILO #1 is most clearly aligned with PLO #s 4 and 6, but is also aligned with the other PLOs.

ILO #2 is aligned with all of the PLOs for Economics, as failure to communicate effectively results in a failure to demonstrate success in any PLO.

ILO #3 is most clearly aligned with PLO #5, but each PLO aligns with this ILO.

ILO #4 is the most challenging to align with any of the college PLOs, as we have limited ability to gain a true

E. How do you engage in collegial dialog about student learning outcomes?

We don't. Just checking to see if you are reading all of this!

Seriously, our program consists of two tenured professors, and three regular adjunct professors. As a result of the difficulty in coordinating meetings, and in line with department philosophy, the tenured professors meet to discuss the SLO results, and how to improve the outcomes generated. This occurs primarily in either of their offices, but is also the subject of email and telephone communication.

F. In your previous program review did you specify a major objective or project to implement specifically designed to improve equity?

***How has the objective or project impacted equity in your department or program?**

***What areas have you identified for program improvements that relate directly to equity in the coming year?**

Our program had no major objectives or projects designed specifically to improve equity, so we cannot report on relative success of said plans.

The nature of the community college is one designed to address equity- open enrollment regardless of experiences or ability, with significant financial aid for those in need.

The Economics Program has noticed two main indicators of inequity in the program- enrollment numbers that are not in line with the campus averages. Specifically, there are about 10% fewer women enrolling in Economics courses than the campus average, or the department average. In addition, Hispanic/Latino student enrollments are about 5% lower than the campus average.

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