**Executive Summary**

The student success rates for GELO 1 thru 3 were 50%, 57%, and 50%, respectively. The success rate on these outcomes can definitely be improved and I feel that the method of assessment is most likely the primary reason that the success rates are lower than the pass rate. The current assessment for each individual CLO was derived via students’ responses to one multiple choice question on the final exam. Expanding the number of questions to assess CLO success should bring the success rates more in line with the departmental pass rate. The CLO’s should also be re-words for clarity, relevance, and ability to assess. Additionally, the department hired a new full time faculty member who began in the Fall semester of 2014. By augmenting the number of sections offered we hope to increase enrollment, and attract more students to the department. Lastly, we are transitioning from multiple-choice to open response assessment in six sections. Only time will tell if this method of assessment will improve CLO success rates , but I am optimistic that it will improve comprehension and that will translate into better success rates on CLO’s and GELO’s

**Faculty Included in the Preparation and Sharing of this Report:**

Erick Peterson, John Carter, and Don Carlisle

**Please provide a brief and cogent narrative in response to each of the following questions.**

1. Provide a quantitative analysis for each GELO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each GELO column *and* the corresponding GELO passing rate as an aggregated percentage.

**GENERAL EDUCATION LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Social and Behavioral Science

Demonstrate proficiency in Social and Behavioral Science by:

1. *Describing the method of inquiry used by the social and behavioral sciences.* 284/568 50%
2. *Describing how societies and social subgroups have operated in various times* 127/224 57%

*and cultures.*

1. *Analyzing the ways that individuals act and have acted in response to their* 284/568 50%

*societies.*

1. Reflect on, consider and analyze the data you have. ***What does your CLO data tell you about how your students are achieving GELOs?*** *Be detailed, descriptive and analytical* in this qualitative assessment of each GELO in relation to your CLO data. **Are your results satisfactory?**

As a new hire and the only full time member of the economics department, I am not very familiar with the assessment process. Based on the data provided and one discussion with John Carter, an adjunct faculty member who administered the assessment, it appears that students in our economics classes are not reaching their potential with respect to meeting the General Education Learning Outcomes. Our success rates were only 50% for GELO #1 and #3, and slightly better for GELO #2 with a 57% success rate. I feel that more than half of all economics students should be able to describe the method of inquiry used by the social and behavioral sciences, and analyze the ways that individuals act and have acted in response to their societies. I also feel that the results for GELO #2, describe how societies and social subgroups have operated in various times and cultures, are unsatisfactory. All students passing principles of economics should be able to demonstrate proficiency in all GELO’s. I believe that the success rate on the GELO’s should more closely mirror the pass rate in the course. One possible reason for the numbers reflecting low success rates is that each CLO was assessed using a single multiple choice question on the final exam. I believe that the current method of assessment is at least partially responsible for the low success rates of economics students. I also believe that the CLO’s could be re-worded to better capture the essence of what a student should expect to learn in a principles of economics course, and to better assess students’ accomplishment of the outcomes. I will follow up on this point in my responses below.

1. Your department and the college should be making improvements based on student learning outcomes assessment, and we need to continue to document and share the improvements and progress you have already made. Did you make any changes in your CLO statements or analysis during the last 4-year cycle? Did you receive funding for resources requests that were aimed to improve assessment results? Did you make any improvements in the areas of teaching and instruction processes, your courses, or your program? *Please explain your accomplishments and provide details about your efforts.*

The economics department did not make changes to the CLO’s during the last cycle as far as I know. As a new hire I do not know for sure if we requested funding for the specific purpose of addressing students’ CLO success rate. I do not even know if any funding requests were made. I do know that the economics department hired a new full-time, tenure track instructor to fill a void that was left after a previous retirement. The department now has one full time permanent faculty member (Erick Peterson) and two adjunct faculty members (John Carter and Don Carlisle). I believe that hiring a new full time faculty member will improve the outcomes assessment process as a whole for the department, and that should definitely be considered a funding request that is aimed at improving the students success rate with respect to departmental CLO’s.

I believe that the new hire will improve the quality of instruction within the department. I am a little biased because I am the new hire, however, I am bringing a fresh perspective to the classroom and I emphasize applications of economics in student’s everyday life. I believe that by teaching students to ‘think like an economist’ they will better retain information learned in class, allowing them to perform better in assessment situations and in their careers. I am not using multiple choice questions for assessment, instead I use free response questions in order to assess each student’s thinking process throughout the process of solving a problem. I have found that although the students struggle with certain parts of the problems at times, they gain a much clearer understanding of the underlying processes and incentives that generate changes in specific markets and the economy as a whole.

1. **Action Plan.** Based on the assessments and analysis you have provided, please consider what changes or improvements you would like to make, which might include updating your CLO statements, modifying course outlines, rethinking instruction efforts, using different assessment instruments, asking for additional resources to improve assessment results, etc. ***Based on the analysis, provide an action plan for improvement that draws on your assessment results and efforts.***

I believe that more questions on each outcome need to be asked in order to better assess student success. I plan on re-vitalizing the program by incorporating new teaching techniques, changing the method of assessment, emphasizing real-world applications, and presenting the subject with an enthusiasm that reflects my passion for economics, and my belief that ‘thinking like an economist’ can dramatically improve every student’s level of happiness and standard of living. I am transitioning from multiple choice assessments to open response, in hopes that this will emphasize the underlying processes that drive economic change. As a department we are employing online and face to face teaching methods in order to cater to working students and students sufficiently motivated to learn on their own. I plan on completing the online training in the spring of 2015 and at that point I will be in a better position to assess the department’s methods for online instruction. I do not have any current plans for a funding request, however any future requests will be made with the express purpose of improving the quality of instruction and the student’s classroom experience. As I stated previously I am in my first semester at MJC, but it is my intention to provide the highest level of instruction to the students in my department and I am committed to improving my instruction year over year. Once I get a little more familiar with the student body, the faculty, CLO’s, and GELO’s, I will be in a better position to comment on areas where we are succeeding and areas in need of improvement.