**Executive Summary**

The student’s success rate on Institutional Learning 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 ILO’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 ILO your CLOs inform. Provide the total number of students who passed/total number of students assessed in each ILO column *and* the corresponding ILO passing rate as an aggregated percentage.

**INSTITUTIONAL LEARNING OUTCOMES Students Passed/Assessed TOTAL RATE**

Communication

1. *Articulate ideas through written, spoken, and visual forms appropriately 284/568 50%*

*and effectively in relation to a given audience and social context.*

1. *Utilize interpersonal and group communication skills, especially those that N/A N/A*

*promote collaborative problem-solving, mutual understanding, and teamwork.*

1. *Mindfully and respectfully listen to, engage with and formally respond to the 146/336 43%*

*ideas of others in meaningful ways.*

1. *Plan, design, and produce creative forms of expression through music, speech, N/A N/A*

*and the visual and performing arts.*

Creative, Critical and Analytical Thinking

1. *Analyze differences and make connections among intellectual ideas, academic 284/568 50%*

*bodies of knowledge and disciplinary fields of study.*

1. *Develop and expand upon innovative ideas by analyzing current evidence and 284/568 50%*

*praxis, employing historical and cultural knowledge, engaging in theoretical*

*inquiry, and utilizing methods of rational inference.*

1. *Utilize the scientific method and solve problems using qualitative and N/A N/A*

*quantitative data.*

1. *Demonstrate the ability to make well-considered aesthetic judgments. 284/568 50%*

Cultural Literacy and Social Responsibility

1. *Interpret and analyze ideas of value and meaning exhibited in literature, N/A N/A*

 *religious practices, philosophical perspectives, art, architecture, music, language,*

*performance and other cultural forms.*

1. *Describe the historical and cultural complexities of the human condition in its 284/568 50%*

*global context, including the emergence and perpetuation of inequalities and the*

 *interplay of social, political, economic and physical geographies.*

1. *Analyze and evaluate the value of diversity, especially by collaborating with 190/344 55%*

*people of different physical abilities and those with distinct linguistic, cultural,*

*religious, lifestyle, national, and political backgrounds.*

1. *Demonstrate a pragmatics of ethical principles, effective citizenship, and social 159/336 47%*

*responsibility through cross-cultural interactions, volunteerism, and civic*

 *engagement.*

Information and Technology Literacy

*1. Effectively access information and critically evaluate sources of information. 284/568 50%*

*2. Analyze, synthesize and apply information practically and ethically within 284/568 50%*

*personal, professional and academic contexts.*

*3. Identify, utilize and evaluate the value of a variety of technologies relevant to N/A N/A*

*academic and workplace settings.*

Personal and Professional Development

*1. Identify and assess individual values, knowledge, skills, and abilities in order to set 187/344 54%*

 *and achieve lifelong personal, educational, and professional goals.*

*2. Practice decision-making that builds self-awareness, fosters self-reliance, and 187/344 54%*

*nourishes physical, mental, and social health.*

*3. Apply skills of cooperation, collaboration, negotiation, and group decision-making. N/A N/A*

*4. Exhibit quality judgment, dependability, and accountability while maintaining 187/344 54%*

*flexibility in an ever-changing world.*

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

As a new full time hire, I am unfamiliar with the assessment process in general. According to the data the students’ success rates in the communication portion of the ILO assessment was 43% for part 1 and 50% for part 3 (we had no CLO’s that address part 2 or 4). For the Creative, Critical, and Analytical Thinking portion of the ILO assessment the student success rates were 50% for parts 1, 2, and 4 (no CLO to address part 3). For the portion of Cultural Literacy and Social Responsibility, the student success rates for parts 2, 3, and 4 were 50%, 55%, and 47%, respectively (no CLO to address part 1). For Information and Technology Literacy the success rated for parts 1 and 2 were 50% (no CLO addresses part 3). Lastly for the CLO regarding Personal and Professional Development the success rates for parts 1, 2, and 4, were all 54% (no CLO addresses part 3).

 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 Institutional Outcomes. All students passing principles of economics should be able to demonstrate proficiency in all applicable ILO’s. I believe that the success rate on the ILO’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 for clarity, relevance, and ability to assess. 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.